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ABSTRACT

This resource guide is designed for teachers and others interested in fostering Spanish instruction in the schools of the United Kingdom, especially at the secondary level. The first of nine chapters looks at the status of and rationale for Spanish language instruction in the United Kingdom. The second chapter addresses topics in instructional management, including identification of learner needs, using available resources, and evaluating instructional materials. Filling in the gaps in instructional materials by creating or adapting existing materials is the subject of chapter 3. Chapter 4 offers ideas for incorporating Spanish culture into the classroom environment, and chapter 5 offers guidelines for the teacher in the arrangement of visits and travel. The sixth and seventh chapters focus on the objectives of student assessment and on standardized tests. Finally, chapters 8 and 9 provide, respectively: guidelines for helping students who want to pursue higher level courses in Spanish or to use it in jobs and careers; and information on courses, conferences, and other resources for the future professional development of the teacher. A glossary and list of useful addresses are appended. (MSE)

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SPANISH ESPAÑOL

KEN HALL & JOHN CLAYTON

Resource Guides for Teachers

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CiLT

RESOURCE GUIDES FOR TEACHERS

Series editor: Michael Buckby

Spanish/Español

Ken Hall and John Clayton

CiLT

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Introduction

'Schools can and do have a lasting influence on attitudes to foreign languages. Young people should leave school with a positive attitude, having experienced a situation where foreign languages are:

- *an important part of the life of their school,*
- *closely linked with other subjects in the curriculum,*
- *brought to life through careful use of foreign language assistants and exchanges,*

and where the emphasis of the teaching is on communication with assessment geared to what pupils can rather than cannot do.

There would be huge benefits if other great languages - German, Spanish, Italian and Russian - were available to more pupils.'

Angela Rumbold, Conservative Education Minister, speaking in 1989.

Stated simply, this is a handbook for all those interested in fostering the growth of Spanish in schools, colleges and other educational institutions, whether they be teachers, students training to teach the language or administrators anxious to see its provision increase. The time is ripe for an expansion of Spanish and the opportunity must not be missed. There is more interest than ever before in learning foreign languages and the government's endorsement of diversification means that the case for Spanish must be enhanced. The need to make that case, nevertheless, still exists and the burden of doing so will fall largely on us, the teachers. We cannot sit back and await developments. We must take the initiative and show that we have the resources and expertise to teach the language successfully to substantial numbers of students of all ages and abilities.

This book aims to provide teachers and others with useful, basic information on important topics such as resources, public examinations, assessment, higher education and visits and exchanges. It is essentially a work of reference rather than a book to be read from cover to cover. The information it provides and the suggestions it makes are the result of the authors' own experience and research. It is not, and indeed cannot be, exhaustive in its treatment of the areas covered, nor does it pretend to deal with every issue in the field of language teaching. It raises as many questions as it attempts to answer but at the same time offers guidance as to where the reader might go for further assistance.

Behind each chapter is the desire to provide the reader with the sort of essential, practical information not always easily located elsewhere, and certainly not in the same publication. Addresses and telephone numbers of organisations have throughout been quoted at the relevant point and this inevitably means that on occasions the same information has been repeated in different chapters. It was felt, however, that this would save the reader time by not having to refer continually to a separate section of the book to find out where to make further enquiries. The list of **Useful addresses** at the back contains details of those organisations which are of particular importance to the Spanish teacher and which, therefore, may be needed more regularly. **The Glossary of acronyms** is a checklist of acronyms which have appeared in the text.

Just as membership of one of the teachers' unions is advisable for anyone in the profession, so is membership of the newly-formed Association of Language Learning* for all teachers of modern languages. Through its regional and national meetings and its bi-annual publications the Association provides invaluable

up-to-date information on developments in language teaching as well as the opportunity to meet, exchange ideas and socialise with colleagues old and new. *Vida Hispánica*, the Association's Spanish journal, has been a rich source of material during the preparation of this book and is essential reading for anybody concerned with teaching Spanish at any level.

Finally, thanks to the many colleagues who have helped us with this book with their comments and suggestions which, whilst always supportive of our aims, have never failed to be constructively critical of the contents where necessary. For any omissions or errors, however, we accept entire responsibility.

Source: *Cambio 16*

Spanish in the curriculum 1

Within the schedule for the National Curriculum Spanish is recognised as an acceptable modern foreign language to be offered to students in Key Stages 3 and 4 (i.e. eleven to sixteen-year-olds) with effect from 1 August 1989. Spanish has hitherto usually taken its place in the curriculum as a second language after French. We must now, however, face the reality that the timetabling demands of the National Curriculum mean that second language provision before the age of sixteen may meet with difficulties. Faced with this situation you may need to fight to establish Spanish ideally as first language in your school or, alternatively, to find strategies to ensure its continuation as a second foreign language.

The following advice may help.

THE CASE FOR SPANISH

You will almost certainly at some stage have to make the case for Spanish. The circumstances will vary from school to school. You may be, for example:

- trying to introduce the language in the curriculum,
- trying to extend its provision,
- arguing for Spanish as the first foreign language, or even ...
- defending the position of Spanish in the curriculum.

The points you make and the emphasis you place on them will vary according to your audience.

The National Curriculum Final Report for Modern Foreign Languages openly encourages diversification:

'... in implementing the National Curriculum, LEAs and schools are urged to continue the process of diversification by ensuring that 'a reasonable proportion of their pupils of all abilities study a language other than French as their first foreign language.' (Para, 16,5)

Spanish is often promoted on the grounds of trade links and its utility value:

★ Spanish is the world's fourth language in terms of numbers of speakers, coming after Chinese, English and Russian. Three times as many people speak Spanish as do French. Twenty-one nations have Spanish as their official language. It is also one of the five official languages of the United Nations.

★ British trade with Spanish-speaking countries is significant and the potential for exporting to South America is enormous. We may be able to buy from these countries by using English, but successful selling will depend on a knowledge of the language.

★ Industry and commerce require individuals with a working knowledge of a foreign language and the size of the potential Hispanic market points clearly to Spanish as a marketable skill.

★ Spain has now joined the EC and will become a fully integrated member of the Community by 1992. Trade with Spain will increase and this should open up interesting employment opportunities.

★ Under the EC funded ERASMUS scheme 10% of British undergraduates in any discipline are able to spend a recognised period of study in another Community country. A knowledge of Spanish will be essential for students wishing to study in Spain, whatever their main subject.

★ Many British people still visit Spain on holiday. A working knowledge of Spanish

can enhance the tourist's enjoyment of the country and help avoid some of those misunderstandings which often arise through ignorance of the language. It is surprising how a few easily learned phrases can often prove sufficient to break the ice, establish that first initial contact and, most importantly, signal a willingness to make the effort at least to try and communicate in the language of your host country.

★ Spain's considerable cultural heritage is more widely accessible to the student who has a knowledge of the language.

Interesting and relevant though these points may be, however, they are perhaps not the most important arguments when presenting the case for Spanish. As Josefina Bello points out:

'The arguments that are traditionally given for teaching Spanish in secondary schools refer to the post-school environment, to the needs of British industry, to some pupils' later careers and holiday destinations. These (alone) cannot really justify the inclusion of Spanish in the school curriculum for a large number of pupils. If it can be shown additionally that Spanish has something to offer in educational terms, then the case for including it in the school curriculum increases considerably.'

Spanish as a first foreign language - Josefina Bello, Oxprod Occasional Paper 2, 1989.

The 1981 Schools' Council publication *Languages other than French in the Secondary School* contained the following statement:

'...the acquisition of foreign language skills and the development of attitudes towards learning foreign language skills during later years may be powerfully influenced by the learner's initial and formative experiences of success or failure in the language learning situation.'

Nothing succeeds like success and it is here where Spanish comes into its own as a language in which rapid initial progress can be made by the majority of students. The reasons are straightforward:

★ The sound system is very simple: five vowel sounds with the majority of consonants being very close to English.

★ Spanish written forms are very close to spoken forms and most students find relatively little difficulty in reading Spanish from an early stage.

★ Although some grammar is complex, the more demanding grammatical areas need not be introduced until a relatively late stage of the course.

★ Spanish is not necessarily an 'easy' language but it does have features which make it easier for beginners to assimilate than other languages traditionally included in the curriculum. The problems encountered by the early learner of French are well-known (e.g. pronunciation, recognition of gender of nouns, negatives, question forms, verb systems, etc). The Spanish learner meets far fewer difficulties in those early days, and the early days are the vital ones.

It might be argued, therefore, that Spanish has a strong claim as a first foreign language giving, as it does, every chance for the initial success which acts as such a strong motivating force.

According to the Modern Foreign Languages Working Group on the National Curriculum the study of a language should have the following objectives:

- extend the pupil's linguistic knowledge, skills and understanding;
- lay a foundation for learning any subsequent foreign languages;
- widen the pupil's cultural horizons and promote international understanding;
- be of practical value in future employment, for trading purposes, or in adult life more generally.

Spanish is ideally suited to meet these criteria.

The following leaflets promoting Spanish are available to teachers:

¿Español? ¡Si!
La Asociación Europea de Profesores de Español (AEPE)
Avenida de los Reyes Católicos 4
Ciudad Universitaria
Madrid 3

Why learn Spanish?
The Spanish Embassy Education Officer
20 Peel Street
London W8
Tel: 071 727 2462
(There is also a 20-minute video *Take Spanish* which comes complete with a fact file of statistics and teachers notes. It should provide valuable arguments to use in discussion with heads, colleagues and parents.)

Learn Spanish
ALL Spanish Section
16 Regent Place
Rugby CV21 2PN
Tel: 0788 546443

Suggestions for further reading:

An inquiry into practice in 22 comprehensive schools where a foreign language forms part of the curriculum for all or almost all pupils up to age 16, DES (1987).

Phillips D, 'A language of 'unusual simplicity and facility': Spanish as first foreign language', article in *Vida Hispánica,* Vol xxxvii, no 2, Spring 1988.

DES/Welsh Office, *Modern languages in the school curriculum: a statement of policy,* HMSO (1988).

Hagen S (ed), *Languages in British business,* Newcastle-upon-Tyne Polytechnic Products Ltd (1988).

McNair J, 'Making the case', article in *Vida Hispánica,* Vol xxxviii, no 2, Spring 1989.

SPANISH IN THE SECONDARY SCHOOL

Traditionally, Spanish has been the second, sometimes even the third foreign language in a school, offered either from second or third year (age twelve or thirteen) onwards and occasionally available as a crash-course for sixth-form students. The National Curriculum Final Report, however, is encouraging in its support for additional language study and provides a flexible framework within which schools may offer this to their students.

'...in dealing with the place of second languages in the school curriculum, we wish to present our views in terms of challenges and opportunities rather than in terms of problems. We wish to encourage schools and LEAs to establish a clear but flexible policy on modern language provision which will offer to a reasonable range of pupils the chance to study additional languages earlier than year 10 in order to fulfil national and personal aspirations and equip them to take their place in a changing society.' (Para. 16, 12)

The strength of Spanish in schools, and in some cases maybe even its survival, will depend on presenting a convincing argument for some system of diversification in which it would have parity with other languages offered, notably French. As most Spanish teachers will be aware,

all the relevant recent documents emphasise the urgent need for diversification in the provision of foreign languages in British schools. The arguments in favour of such a move have been put forward in several studies on this theme and a reference list of these articles and studies can be found at the end of this particular section. Their content can be summarised as follows:

Benefits for the school

★ A school in which two or three languages have a high profile, rather than just one, projects a dynamic and progressive image; surely an important consideration in 'selling' the school to parents.

★ With a greater breadth of foreign language provision there should come a corresponding increase in opportunity and the creation of interesting new possibilities. The availability of two or three languages at GCSE, 'A', 'AS' level, etc will be an attractive proposition.

★ The aim of fostering awareness of other cultures and traditions as well as encouraging a spirit of tolerance and co-operation will be enhanced considerably. The general atmosphere of the school will thus be enriched.

★ The school will be very much in line with current thinking on language policy. There is now widespread recognition of our past linguistic deficiencies as a nation and the school's crucial role in remedying this weakness. As one influential publication states: *'...there is a need for people fluent in a range of languages, particularly those of our European trading partners...greater diversification in schools is desirable.'*

(HMI Curriculum Matters 8, *Modern Languages to 16*, 1987).

Benefits for the modern languages department

★ The department's status within the school will be raised.

★ The morale of the language teachers themselves will also be raised.

★ Expertise which has been under-employed or neglected totally will be put to good use. There are many available Spanish teachers who do not have the opportunity to use their language and we must ensure that their skills are used to the full in the classroom.

Problems

There is no doubt that the enthusiastic Spanish teacher, anxious to improve the status of the language in his/her school, will encounter objections, and occasionally prejudice, when attempting to argue the case for diversification, e.g.:

★ Financial resources are insufficient. The implementation of a policy of diversification will be too costly.

★ Timetabling problems are too great.

★ Staffing languages other than French for a five-year period is not feasible.

★ Replacement of a Spanish specialist who decides to leave is difficult. It is much easier to find a French teacher.

★ There is not the same wealth of good teaching materials for Spanish as exists for French.

★ The school would have problems accommodating students transferring from institutions in which French is the first language.

★ The parents or governors might not tolerate any challenge to the pre-eminence of French.

Whilst it is impossible here to provide easy or instant solutions to all problems and objections which may arise, you can, by consulting the reports and articles mentioned in the bibliography, prepare a strong case. You may also find the following considerations helpful when formulating a response.

Counter-arguments

- The department's budget must be planned and thought given to the re-allocation of funds. An avenue worth exploring in order to aid diversification is the possibility of financial assistance from the LEA or TVEI, for example.

- Blocking may offer a solution to timetabling problems.

- There is a pool of teaching expertise in Spanish currently under-used. A survey in 1986 showed that 46% of teachers qualified to teach Spanish were not using their subject.

- Offering two modern foreign languages in the curriculum reduces the problems of students transferring between schools as there is more likelihood of continuity. Similarly, it increases the chances of attracting students moving into the area.

- The department would welcome the opportunity to explain the case for Spanish to all interested parties.

In conclusion, it must be said that diversification is a complex matter and, before embarking on such a course, schools must acquaint themselves fully with all the issues it entails.

A point to ponder

'It is evident that whilst the principle of diversification is generally applauded, the reality is taking time to develop. The reasons for this are well documented, but one additional factor which may well have a psychological effect on the choice of language made is the curious (and persistent) habit in certain quarters of describing languages other than French and German as 'minority'. Spanish and Portuguese may indeed be less widely taught in British schools than some other languages, but both are in the top six world languages in terms of numbers and Spanish has a total native speaker population worldwide which exceeds that of French and German combined. Indeed, it is estimated that Spanish will be the native tongue of 400 million people by the year 2000. Surely it is time that any suggestion that Spanish and Portuguese are in some way 'minority' languages is discarded for once and for all.'

The Hispanic and Luso Brazilian Council Newsletter, October 1990.

Suggestions for further reading:

Phillips D, 'Teachers and second foreign languages: a note on methodology', in *MLA Journal* Vol lxiv, no 3, September 1983.

Phillips D and V Stencel, *The second foreign language*, Hodder & Stoughton (1983).

Modern languages to 16, HMI series Curriculum Matters no 8, HMSO/DES (1987).

Modern languages in the school curriculum: a statement of policy, DES/Welsh Office (1988).

Phillips D (ed), *Languages in schools: from complacency to conviction*, CILT (1988).

Bello J, *Spanish as a first foreign language in schools*, OXPROD Occasional Paper 2, University of Oxford Department of Educational Studies (1989).

Phillips D and H Geatches, *Diversification and transfers-in*, OXPROD Occasional Paper 4, University of Oxford Department of Educational Studies (1989).

Phillips D (ed), *Which language?: diversification and the National Curriculum*, Hodder & Stoughton (1989).

Calvert M, *Towards diversification*, University of York Language Teaching Centre (1989).

Rees F, *Languages for a change*, NFER/ Nelson (1989).

National Curriculum: Modern Foreign Languages Working Group Final Report, DES/Welsh Office (1990).

OPEN LEARNING OR SUPPORTED SELF-STUDY

Although ideally we would wish Spanish to be included as part of the mainstream curriculum, the reality of the current situation dictates that this may not always be possible.

The demands of the National Curriculum and the shortage of modern languages teachers provide the ideal opportunity to reassess the provision of

languages for students up to sixteen and beyond. Since the advent of GCSE there has been an increase in the number of 'A' level students and also a growing interest among students at 16+ who did not previously continue with a language beyond Key Stage 3. Similarly, there are students who, having done GCSE, now wish to maintain contact with a foreign language without having to study it at 'A' or 'AS' level, or who may not be able to fit in a timetabled course with their other studies.

Open learning or supported self-study in modern languages is one means of providing for situations such as those outlined above.

Simply expressed, it allows students to pursue a personal need or interest in their learning which for various reasons cannot be catered for by the conventional school curriculum. The student is given more individual responsibility for his or her learning. It must be stressed, however, that open learning is **not** a 'do it yourself' system of education where the student is left to manage without a teacher or any form of guidance. On the contrary, the teacher or tutor becomes more important than ever, even though contact time may be reduced, A closely structured programme of guidance and monitoring is essential if the experience is to be successful.

The essentials

The success of an open learning programme will depend on three main areas: resources, tutoring and management.

The resources for a particular course need to be chosen with care as the students will spend most of their time working from them without detailed control from the teacher. The resources chosen should help the student to work independently and also act as an important motivating factor. Furthermore, they should be presented in such a way as to facilitate the organisation of work.

The resources will usually consist of the following elements.

★ Guidelines which:
- state aims;
- outline work processes;
- direct the student to the right learning materials;
- pose problems to be solved;
- suggest activities.

★ A structured course containing:
- short blocks, units or chapters;
- clear statements of objectives;
- a logical structure to the text;
- careful sequencing of information and tasks;
- an interactive method;
- tasks to perform;
- reference to other resources;
- a system of assessment of progress.

★ Unstructured resource material providing additional stimuli to learning and including:
- written material in an evocative style;
- visual illustration;
- material suggesting practical applications of the new skills or knowledge.

★ Test materials including:
- a pre-test to determine the student's suitability or state of preparedness for the course;
- self-assessment assignments;
- tests which enable the teacher to assess the student's progress and level of attainment at various stages of the course.

Tutoring is the principal point of contact between student and teacher-tutor and as such is the key element in the success or otherwise of the programme.

Two things have to be done at the tutorial:

- A thorough review and assessment of the work done during the previous self-study phase.

- A thorough briefing for the work that is to be done during the next self-study phase.

Within this framework most of the following aims should be covered:

- the development of a personal relationship;
- the student's own review and evaluation of work completed;
- the teacher's review of the work covered and evaluation of the student's progress;
- the student's response to the review;
- the stimulation of interest in new work;
- assistance with plans of work;
- the adaptation of guidance to known abilities, interests and work-styles of students;
- the teacher's summary;
- the student's own summary.

Good management is essential in the careful and progressive build-up of capabilities and techniques to guide students towards their goals. The following factors should be considered in management style:

- Arrangements should be made to provide for students engaged in private study. This can be done by increasing the availability of study areas in and near the library or Central Resource Area or by the use of designated space within departmental areas.

- Whilst individual tutoring may not be feasible, groups will of necessity be small. A very small sixth-form class might be tutored as a whole, whereas a large lower-school class would need to be split into smaller groups of six or seven students for example.

- Management equates with control, both implicit and explicit. Learners require help in establishing disciplined routines and the teacher needs to be fully aware of progress made and difficulties encountered. A clear management style will help to meet these needs. With this in mind, the importance of briefing students in order to provide them with a clear view of their responsibilities, and to ensure that they have a firm grasp of what is required of them, cannot be underestimated.

The open learning approach could provide the means of offering a second foreign language within the timetabling constraints of the National Curriculum, or it could be seen as a way of broadening language opportunities in the sixth form. Equally, it could be used to enhance the provision of Spanish as the modern foreign language which the National Curriculum establishes as a required foundation subject for students in Key Stages 3 and 4. However viewed, the study principles on which it is based provide sound advice when considering the provision of language teaching in any context.

'Teacher interest in supported self-study is also growing. Many such schemes are already in operation and seem sure to increase following the National Curriculum Council's endorsement of distance and open learning methods for teaching 16 to 19 year olds.

The success of open and distance learning depends on a high level of individual motivation and self-discipline. Students do not have the stimulation of being part of a group. Open learning can sometimes also be just as closed, restrictive and prescriptive as traditional education. Above all it does not suit every learner.'

Hilary Stanyer and Mary-Ann Chatterton in 'Kindly leave the stage: independent learning', *Times Educational Supplement*, 25th March 1988.

Suggestions for further reading:

Race P, *How to win as an open learner*, Council for Education Technology (1986).

Waterhouse P, *Supported self-study in secondary education*, CET (1983).

Roberts G, 'Delivering the goods', in *Education Guardian*, 31st July 1990.

Useful addresses

The Open University
Walton Hall
Milton Keynes MK7 6AA
Tel: 0908 653231

The Open College
101 Wigmore Street
London W1H 9AA
Tel: 071 935 8088

Open College of the Arts
Freepost
Barnsley
South Yorkshire S70 6BR
Tel: 0266 730495

Council for the Accreditation of Correspondence Colleges
27 Marylebone Road
London NW1 5JS
Tel: 071 935 5391

Nalgo Education
1 Marylebone Place
London WC1H 9AJ
Tel: 071 388 2366 (ext 429 or 435)

2 Managing resources

IDENTIFYING NEEDS

When considering what your needs are you should keep clearly in mind the aims and objectives specified in the National Criteria for GCSE:

- To equip students with the language and social skills which would enable them to cope in a variety of situations in Spain and when receiving Spanish students at home.

- To offer insights into both the culture and civilisation of Spain and other Spanish-speaking countries.

- To encourage positive attitudes to foreign language learning and to make students more aware of its practical applications in a modern industrial society.

- To encourage a positive and sympathetic attitude towards people of different cultures and civilisations, and towards foreign language learning.

These are sound principles which should underlie all planning of courses whether or not leading specifically to the GCSE examination. From this base you can then develop a scheme of work which would best suit the needs of particular groups of students and a teaching and learning programme most suited to the time available.

Factors which will influence your requirements include:

- ★ your experience;
- ★ departmental staffing;
- ★ the age of the students;
- ★ the level which they have reached;
- ★ the range of ability within the teaching group;
- ★ the amount of contact time per lesson/week;
- ★ the amount of time available to complete the course;
- ★ the examination towards which the course is leading;
- ★ the demands of the National Curriculum (e.g. SATS, GCSE);
- ★ the resources already available in the department;
- ★ the amount of money available to finance Spanish.

LOCATING PUBLISHED MATERIALS

- Make sure you are on the mailing list of all publishers of language teaching materials and check all new catalogues carefully for recent and forthcoming publications.

- Look out for critical reviews of Spanish materials in *Vida Hispánica*, the *Times Educational Supplement, NUT Education Review* and other specialist journals.

- If there is a Language Teaching Centre in your area it should have materials for consultation or available on loan for you to try out in class with your students. Also tell the Centre about any Spanish publication you know of which would be a useful addition to their library.

- CILT* compiles a list of teaching materials for Spanish. The Spanish courses which it outlines are available for examination in the CILT Language Teaching Library in London.

- The Hispanic and Luso Brazilian Council* at Canning House in London has an extensive library of books on Spanish, Spain, Portugal and Latin America available on loan to members.

- Grant and Cutler Limited publish annually two useful catalogues: *'A' level set texts and*

criticisms and *Language teaching courses and ancillary materials.*

- *The directory of resources for the GCSE* is a guide to printed, audiovisual and software resources suitable for courses leading to GCSE. Edited by Alan Jamieson, it is available from CRAC Learning Materials, Hobsons Publishing plc, Bateman Street, Cambridge CB2 1LZ.

There are also Resource Centres at the Spanish Embassy Education Offices at the following addresses:

20 Peel Street
London W8
Tel: 071 727 2462

Petersfield House
29 Peter Street
Manchester
Tel: 061 831 7448

Spanish Consulate
63 North Castle Street
Edinburgh
Tel: 031 220 1843

They have a range of teaching materials, including audio and video cassettes, available for loan to teachers. A catalogue is available on request.

Contact CILT for the information sheets on *British publishers and distributors of books for language teachers* and *Bookshops and sources of supply for language teaching materials.*

EVALUATING PUBLISHED MATERIALS

Before deciding to purchase, obtain inspection copies where possible and study them carefully bearing in mind the following.

Do the materials...

- cover the areas required by your syllabus?
- meet syllabus content requirements (e.g. topics, settings and tasks, notions, functions, structure and grammar)?
- include activities which enable learner and teacher to assess progress regularly?
- use language which is authentic, contemporary and correct?
- include authentic reading/listening materials?
- offer varied and interesting tasks for the student?
- promote and encourage real communication in Spanish (e.g. speaking exercises in which there is a real exchange of information)?
- provide for mixed-skill work?
- allow for exploitation in ways other than those suggested by the author/s?
- lend themselves for use with students of different abilities?
- include a variety of class, small group and individual activities?
- cater for the transitional stage from GCSE to study at a higher level?
- generally meet your expectations?

In addition to meeting specific language requirements, materials should also serve to encourage the learning process in general by fostering transferable skills which are relevant across the curriculum and beyond the classroom.

★ Oral skills of debate, exposition, argument and negotiation in class, group and pair work, either as part of a team or as an individual.

★ Written skills of note-taking, memos, reports, form-filling, drafting and re-drafting of work.

Suggestions for further reading:

Kershook L, *Schemes of work*, CILT (1990).

Equipping the modern language department, NALA (1989).
Producing a scheme of work, NALA (1986).
Head of department, NALA (1986).
Self-evaluation for foreign language departments, NALA (1988).

NALA publications are available from the Association for Language Learning (Handbooks), 16 Regent Place, Rugby, Warwickshire CV21 2PN. Current prices on request.

THE USE OF TELEVISION IN THE CLASSROOM

'Visits to schools by advisers, inspectors, BBC education officers and others suggest that television is a greatly under-used resource in the language classroom.'

Anthony Barley in the introduction to the Teachers' Notes for the BBC TV series *Diez Temas*.

One cannot deny that practical problems such as the inaccessibility or unavailability of TV set/video and the exigencies of the timetable, to give but two examples, often beset even the most well-intentioned teacher wishing to use television materials in class. Nevertheless, these must be overcome, for the medium is not simply an agreeable 'extra', nor merely a pleasant diversion from the routine diet of book, tape and teacher, but a vital modern resource.

The foreign language teacher has a strong case when arguing for good provision of TV/video facilities as the educational benefits are indisputable:

- The medium itself is attractive and this acts as an important motivating element.
- Paralinguistics are an essential part of communication and the combination of audio and visual together obviously reflects the reality of most linguistic contact more closely than does the audio element alone.
- The visual stimulus aids comprehension.
- The learner encounters a variety of native speakers and a wide range of accents and registers in context.
- The ability of television to present the culture and way of life of the country/countries where the language is spoken cannot really be equalled by any other single resource.
- Television material can be exploited in many ways. Those who use it only to test comprehension or illustrate aspects of culture or folklore are missing an opportunity. Television can promote interesting, imaginative and stimulating oral and written work. It is an immensely flexible resource with possibilities which are only limited by the imagination of the teacher and by the time available to develop ideas and materials.

Some suggestions for exploiting video material

If your students are to get maximum benefit from using the video in the classroom, it is essential to prepare them carefully for what they are to see and do. Try to devise a scheme of work which will include activities to be completed before, during and after watching the programmes.

Activities might include:

- gist-comprehension;
- summarising (in English or Spanish);
- true/false statements;
- gap-filling;
- rearranging texts;
- compilation of lists (words/phrases connected with a particular topic);
- use of stopframe to ask what happens or what is said next;
- use of soundtrack alone - students suggest what images might accompany sound;
- use of picture alone - students produce own commentary/soundtrack in Spanish.

To ensure the most effective use of TV in language learning/teaching it is best to record all material on tape first rather than use it live. Recorded material allows for editing with a purpose, and control over presentation of the results using the stop and replay controls on the VCR.

You may find it useful to bear in mind the following points.

- Your work with the television must have a clear objective. Casual viewing is a wasteful use of a valuable resource. Remember, too, that the learner's concentration will be much better if there are purposeful, entertaining tasks to be completed.
- Do not restrict students to tasks which are to be done whilst viewing a particular sequence. If you are familiar with the material you should, with careful preparation, be able to devise interesting and useful activities for before and after the programme.
- It is essential for the teacher to have control over the video-recorder. He/she must be able to use the controls of the machine as the activities dictate. A system in which the programme is piped down to the classroom from a central resource area is obviously

unsatisfactory unless accompanied by remote-control facilities.

Sources of material

★ BBC language programmes including the Spanish versions of *Télé-journal*.

★ Spanish and Latin-American films shown on British TV in the original version with English subtitles.

★ Material recorded directly from Spanish TV channels. Try to make contact with a teacher in Spain with whom you might arrange an exchange of video tapes. Tapes recorded off-air on Spanish VCR's can be replayed on British machines.

★ If you have a suitable satellite TV system in your school you will be able to receive broadcasts from the Spanish *TVE Internacional* channel and from Mexico via Galavision. With the appropriate equipment it is also possible to view the teletext services offered by and in the language of those countries operating such systems. By connecting through a computer and wordprocessor you should then be able to print out the teletext messages as hard copy. In the absence of your own satellite receiver, contact other schools in the area to see if they have one and can help provide materials.

★ Through the Olympus Project, led by the Language Teaching Centre at Oxford University, a series of programmes in Spanish for educational purposes is being put together using material drawn from television sources. The programmes will be broadcast via the Olympus satellite and will therefore require the necessary equipment for receiving them. Further details of the project can be obtained from: Tim Connell, Spanish/Olympus co-ordinator, Department of Languages, Ealing College of Higher Education, 1 The Grove, London W5 5DX. Tel: 081 579 4111.

Information on current BBC programmes for Spanish and details of accompanying publications can be obtained from: BBC Education, London W5 2PA. Tel: 081 991 8031.

Thames TV have produced the *Videoteca* series for Spanish which is a useful 'bankable' source of video materials together with accompanying booklet containing transcripts of the programmes.

The booklet for the French equivalent, *Vidéothèque*, also contains some excellent activities which could easily be adapted for use with Spanish language materials. Information is available from: Thames Education, Thames Television plc, 149 Tottenham Court Road, London W1P 9LL.

Suggestions for further reading:

Rybak S, *Learning languages from the BBC*, BBC Education (1980).

Geddes M and G Sturtridge (eds), *Video in the language classroom*, Heinemann (1982).

Brumfit C (ed), *Video applications in language teaching*, Pergamon Press (1983).

Lonergan J, *Video in language teaching*, Cambridge University Press (1984).

Hall K , 'TV and video in language learning', *Vida Hispánica*, Vol xxxvii, no 3, Autumn 1988.

Hill B, *Making the most of video*, CILT Technology in Language Learning series (1989).

Wade G, 'Learning that may get lost in space' in *Education Guardian*, 27th June 1989.

Buckby M and B Howson, *Vidéothèque: niveau de base*, Thames TV (1990).

Hill B, *Making the most of satellites and interactive video*, CILT Technology in Language Learning series (1991).

CILT information sheet no 26: *Satellite television: receiving and using broadcasts for language teaching*.

COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

In spite of the steady growth of computer usage for business and for pleasure and the degree of facility with which most young people cope with computers, there is still a reluctance among language teachers to incorporate the 'new technology' into their teaching. Why, when

nearly all schools have computers, should such reluctance still persist?

Firstly, there is the feeling that computers are traditionally and primarily for use in mathematics and science subjects. Whilst perhaps true initially, it is now clear that the computer has applications in all areas of the curriculum.

Secondly, there is the assumption that a knowledge of programming is necessary to be able to operate the computer effectively. This is false. The programs come 'ready made' and you only need to know which buttons to press to get started. The literature accompanying the program will contain all essential instructions. Furthermore, good programs are 'user friendly', meaning that they provide guidance on screen at each step.

Thirdly, there is a sparcity of high quality software. This is true, but the situation is improving as language teachers become more involved in the development of teaching/learning programs and influence the type of material being produced.

Points to bear in mind

- The computer is not the universal panacea for language learning. It takes its place alongside other resources as an aid to learning and is not a replacement for all other materials.

- It is a flexible piece of machinery which can be used to extend and enhance language provision.

- The computer is patient and tireless and can have a role in offering practice in traditional reinforcement exercises. It is able to involve the student in the large amount of practice necessary to learn vocabulary and grammar. It can be programmed to explain and correct errors before offering further exercises to see if the student has learned from mistakes.

- The computer can, when used appropriately, play a significant role in motivating the student. It is a dynamic medium with which students can interact and over which they can have some control in a way not possible with other language teaching resources.

- As yet, the computer cannot replace the teacher and other people for developing oral skills. There are some programs which can activate a pre-recorded cassette tape at determined points or which respond through the synthesised speech of the computer. These provide some listening practice, but the hardware and software usually available for class use do not extend to reacting to the student's voice.

- Through using a computer in class the student can develop associated skills, such as word processing and keyboard familiarity, which are transferable to other areas of the curriculum and applicable beyond school.

- As with all teaching materials, success depends not simply on the material itself but on the way in which it is exploited by the teacher and learner. Activities should be devised which harness the interests of both student and teacher.

- You must be confident about using the computer and the programs you have. This means spending some time beforehand familiarising yourself with them. Ask the member of staff concerned to explain how to load a program, which keys you should press, which keys you shouldn't and how to cope if things don't go quite according to plan. Then, before working with the class, go through the program a few times on your own so that you know exactly what it will do and what it will require the student to do. This will also ensure that you are fully prepared to answer any questions the student might have about it.

- Never work directly from the original program disk. Always make a copy and use this as your working disk, keeping the original in a safe place. Unless your school or college operates a networked computer system you will need a working disk for each of the computers you intend to use with your students.

- Software can be 'dedicated' or 'authoring'. Dedicated software can only be used in the form in which it appears on the program. The teacher who is not a computer expert is unable to modify it in any way. Authoring software on the other hand comes complete with an in-built set of activities and sample texts but allows the teacher to build up a collection of additional original material to be used within this framework. The program itself will contain full instructions to enable the teacher to do this and no knowledge of programming is necessary.

- The available software offers language practice via cloze exercises, vocabulary tests, grammar exercises, text-reconstruction,

crosswords, simulations/role-play, multiple-choice, quizzes, adventure stories and games.

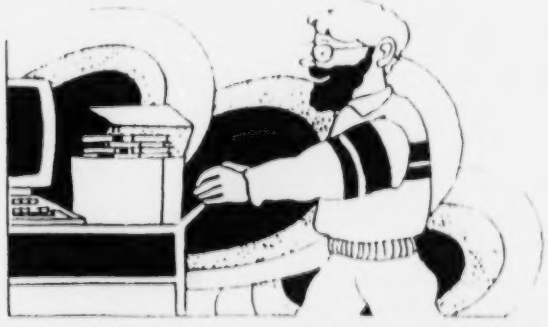
- Word-processing and desk-top publishing packages can be used by the students as an integral part of their work, thus helping them develop skills which are widely applicable across the curriculum and beyond the classroom.

The CILT language teaching library holds and continually adds to its collection of software programs obtainable from commercial suppliers. It has an information sheet listing these programs (*Word-processing software for modern languages*) and one listing their suppliers (*Software suppliers for modern languages*), as well as a specialised bibliography on computer-based language learning. The Research Information Section maintains a list of projects in progress on CALL, extracted from the CILT research register and regularly updated. CILT runs an annual workshop for those actively involved in CALL work in modern languages. A report of the event is published containing summaries of talks and descriptions of programs demonstrated.

Further information on the above from: CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS. Tel: 071 486 8221.

The School of Language Studies at Ealing College of Higher Education has a national resources information and software centre for CALL funded by the DES. Details from: National Centre for CALL, School of Language Studies, Ealing College of HE, St Mary's Road, London W5 5RF. Tel: 081 579 4111.

Information on developments in the USA can be obtained from: CALICO (Computer Assisted Language Learning and Instruction Consortium), 3078 JKHB, Brigham Young University, Provo, Utah 84062, USA.
Tel: 010 1801 378 6533.



Cartoon by Pieter Sluis, first appeared in *Making the most of micro-computers* by Heather Rendall (CILT, 1991)

Recommended reading:

Beaton R et al, *CALL for the computer*, BALT/MLA (1986).

Jones C and S Fortescue, *Using computers in the language classroom*, Longman Handbooks for languages series (1987).

Longhurst J, 'CALL without tears' in *Vida Hispánica*, Vol xxxvi, no 3, Autumn 1987.

Hart S, 'To CALL or not to CALL, that is the question' in *Vida Hispánica*, Vol xxxviii, no 2, Spring 1989.

Hewer S, *Making the most of IT skills*, CILT Technology in Language Learning series (1990).

Rendall H, *Making the most of micro-computers*, CILT Technology in Language Learning series (1991).

Computer Assisted Language Learning, a journal providing a forum for discussion of the latest discoveries and exchange of information. Details from Intellect Books, Suite 2, 108/110 London Road, Oxford 0X3 9AW.

INTERACTIVE VIDEO

The combination of audio-visual and computing technologies has produced this exciting development with the capacity to present materials and involve the student actively with those materials in ways not hitherto possible.

Interactive video integrates well into a learner-centred approach to teaching, providing the facilities which allow students to develop their own learning strategies and assume 'ownership' of the materials with which they are working.

IV is a resource with applications across all aspects of the curriculum with, as yet, little available material for modern languages, though this situation must surely change.

Buckinghamshire College and Ealing College have produced *Expodisc Spanish* which combines practical business and social language skills with advice on export marketing to Spain and to

Spanish-speaking America. It is designed for use as a self-access learning package for industry and for further and higher education. It will be of value to anyone from post-beginner's to degree level who needs to use Spanish in a work situation and could be used with beginners working with a tutor.

A useful source of information on interactive video is:

The National Interactive Video Centre (NIVC), 24 Stephenson Way, London NW1 2HD. Tel: 071 387 2233. The NIVC publication *An introduction to interactive video and handbook* by C Bayard-White (NIVC, 1988) provides a guide to the applications of interactive technology, together with a directory of products, services and programme-makers.

Suggestions for further reading:

Hutt G, 'Using interactive video' in *Interactive Learning Internal* 2:4 (1986).

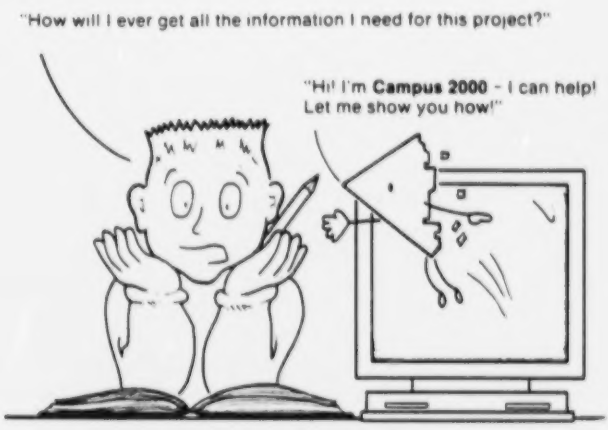
O'Neill G, 'Interactive video as an aid to learning' in *Programmed Learning and Educational Technology* 24:4 (May 1987).

Hill B, *Making the most of satellites and interactive video*, CILT Technology in Language Learning series (1991).

CAMPUS 2000 AND ELECTRONIC MAIL

CAMPUS 2000 is a network service provided by The Times Network Systems Limited (TTNS) and Prestel Education. It consists of two main elements: databases which store sources of useful information accessible to users and electronic mail which links together all users quickly and efficiently. There are already many schools and other educational establishments who subscribe to the system.

There are two levels of subscription available, CAMPUS and CAMPUS Plus, with the latter providing the specialist databases and educational Prestel services which are most directly valuable for the modern language teacher.



Source: *Campus forum*, issue 12, Summer 1991

Benefits of CAMPUS 2000 are:

- ★ If your school already has a basic computer system you do not need to invest in a range of expensive new equipment. The only extras required are a telephone line alongside the computer and a modem to connect to the system through the telephone. Instructions on how to use the system and the software necessary to run it are provided on subscription.
- ★ Communication is fast and cheap. The cost is only that of a local telephone call, irrespective of where you are calling.
- ★ It enables teachers to request help and exchange ideas and materials quickly, easily and efficiently through the electronic mail service.
- ★ CAMPUS Mail enables schools to take part in regional and national modern languages 'Newspaper Days' during which schools compete to produce a newspaper using live news communicated from a central agency via the system.
- ★ CAMPUS 2000 has an extensive modern languages database providing authentic texts, including Spanish, for use in the classroom. These texts are regularly updated and contain recent newspaper items among other things. The database also gives details of current developments in language teaching, examinations, assessment, international travel and links, and recent publications. There is a listing of the services offered by CILT and a noticeboard with news of forthcoming events.

- ★ The FELINE database provides a weekly news service in Spanish. It is accessed through CAMPUS 2000's Campus Gold service by entering the command FELINE at the system prompt.

- ★ TECLA 2000 is a Spanish language database run by the Language Centre at Birkbeck College, London, aimed at people with basic knowledge of Spanish. The database consists of a set of news stories, current affairs and items of cultural interest, aimed at learners with a fairly limited vocabulary. The service is currently provided free to CAMPUS 2000 subscribers.

For further information about CAMPUS 2000 services and subscriptions contact:

CAMPUS 2000
TTNS
PO Box 7
214 Grays Inn Road
London WC1X 8EZ
Tel 071 782 7104/7401

See also *Making the most of IT skills* by Sue Hewer (CILT Technology in Language Learning series, 1990).

Extra motivation for students can be provided by involving them in competitive projects at local, regional and national level. For example:

THE FESTIVAL OF LANGUAGES

Local and regional festivals are held and, from these, items are selected to go forward to the National Festival. Contributions include displays, sketches, songs, puppet shows, games, computer programs, etc, all of which demonstrate the linguistic talents of those taking part. There is also an awards scheme to attract under-19s with excellent practical ability in one or more languages.

For further information contact:

The National Coordinator
Festival of Languages
ALL
16 Regent Place
Rugby CV21 2PN
Tel: 0788 546443

NEWSPAPER DAYS

'The aim of the Newspaper Day is for groups of school pupils to produce real newspapers, in real time, to real deadlines, for real audiences. It encompasses a wide range of activities and is an ideal medium for GCSE modular projects, cross-curricular initiatives, communication and media education. The reality of the exercise proves to be a great stimulus for learning and organisers will quickly recognise the development of teamwork, decision-making, individual initiative and leadership skills.'

The Newspaper Day, *CAMPUS 2000.*

These events are the ideal vehicle for students to work with language in an authentic context. The production of a newspaper can involve students of all ages and all abilities, as well as teachers from other departments, with each having a clear role to play. It entails the use of many different resources such as electronic mail, foreign radio broadcasts, satellite TV, foreign newspapers, school links, students' penfriends, language assistants, etc and enables students to acquire practical skills which are transferable to all areas of the curriculum and beyond school into the work situation.

For details of National Newspaper Days contact:

The Times Network Systems Ltd (TTNS)
PO Box 7
214 Grays Inn Road
London WC1X 8EZ
Tel: 071 782 7104/7401

3 Developing your own resources

The demands made on the time and energies of modern language teachers are many and varied - and nowadays often not subject-related. This chapter, therefore, is not intended to advocate a DIY approach to the teaching of Spanish. Indeed, commercially produced resources will invariable provide the mainstay for most departments. Nevertheless, there are definite benefits to be gained from using the individual and corporate skills, experience and knowledge of the department to extend the range of teaching and learning materials available.

BENEFITS

- Preparing resources provides good training. The search for interesting ways of exploiting authentic materials is stimulating and gives a valuable insight into the learning process.

- Collaboration with colleagues in the preparation of tasks can have excellent results. Fertile imaginations produce an abundance of good ideas.

- The teacher can perform an important service by filling any gaps in the course used. Purchased materials may not satisfy all requirements, e.g.:

  ★ A particular topic may be treated too sketchily and important areas of vocabulary ignored.

  ★ A skill area may be neglected.

  ★ Some grammatical concepts may not be covered adequately.

  ★ Important language functions may be missing.

  ★ There may not be sufficient differentiation of materials to interest all the members of the group.

A careful reading of the syllabus in conjunction with the textbook should highlight any deficiencies in the latter.

Spanish teachers have traditionally been enthusiastic producers of material - as much out of necessity as inclination - but have been prevented from developing good ideas in many instances. The overcrowded schedule of the modern language teacher, to which we have already referred, is truly the enemy of initiative and invention. A partial solution to this particular problem may be the use of 'training days' and departmental meetings for the preparation of materials. A good case can be made for doing so and a clear statement of the likely benefits should be made to your headteacher.

SOURCES OF MATERIALS: A FEW SUGGESTIONS

Written

- Letters received by you and/or your students from Spain or Latin America are a good source of authentic language. A link with an educational institution in a Spanish-speaking country is highly desirable and can lead to class exchanges of letters, magazines and similar authentic materials.

The following example shows what can be done with a genuine letter:

Your family is planning a house exchange with a family in Granada during the summer holidays. They have just sent you this letter.

(a) Summarise its contents in English for your parents who do not understand Spanish. (NB: do not underestimate the difficulty of asking students to **summarise** any piece of work or the importance of guiding them towards doing so successfully.)

(b) As Pepe Serrano does not understand English, draft a reply in Spanish giving him the same kind of information he has given you.

Estimado Sr Clayton:

Siempre ando muy atareado y con retraso. Te escribo estas líneas para mandarte algo sobre Granada y sobre la casa.
Nos hace ilusión este intercambio porque creo que podemos ver muchas cosas bonitas que tiene Inglaterra distintas a las de aquí. No he encontrado mucha documentación de las zonas a ver en el norte porque todo lo que hay de turismo se refiere a Londres. ¿Puedes mandarme algo sobre tu región?
En cuanto a Granada, te mando algunos planos y literatura turística para que os ilusione ver tantas cosas. Desde Granada la salida más normal es ir a las Alpujarra y, sobre todo por ser verano, a la costa. Se tarda desde casa, y en tráfico normal, una hora y cuarto. La población más turística es Almuñecar está cerca de Nerja (importante por sus cuevas).
La casa nuestra tiene un to de 1600m2 con planta baja que dispone de cochera, sala de estar, cuarto de baño, cocina y demás servicios y planta alta que tiene cuatro dormitorios, salón y cuarto de baño.
Junto a casa tenemos unos vecinos muy buenos con dos hijos de 18 y 15 años que son muy serviciales y para lo que haga falta podeis contar con ellos.
Por hoy nada más. Recibe un cordial saludo para tí y tu familia

de

Pepe Serrano.

• Newspapers and magazines are an obvious resource. They can be exploited in numerous different ways and if adapted judiciously can be used with students of all levels. It is not just the 'A' level group which will benefit from exposure to this type of material.

It is not possible to provide here an exhaustive list of publications but the following titles are some suggestions. They are, of course, easily obtainable in Spain and some can be obtained in Britain on direct subscription. This information can be found in the publications themselves.

You should also enquire at your local newsagents to find out which, if any, they may be able to get for you.

NEWSPAPERS

El País (particularly the Sunday edition which is excellent value for money, containing Newspaper, Economic Review, two colour supplements and a puzzle magazine.)

El País Semanal is a weekly publication which provides a selection of articles from the week's news. Subscription details can be obtained from: Ediciones El País, Miguel Uste 38, Madrid.

Anuario el País is published each year at a cost of about £5 and offers a wide coverage of Spanish life and current affairs. It is obtainable from: Ediciones El País, Miguel Uste 38, Madrid.

Diario 16
ABC
La Vanguardia
El Independiente
Ya

El Caso Sensational news

Diario de Ibiza
DECANO DE LA PRENSA MATUTINA BALEAR

ABC
FUNDADO EN 1905 POR DON TORCUATO LUCA DE TENA

cambio16

Levante
EL MERCANTIL VALENCIANO
FUNDADO EN 1872

MARCA

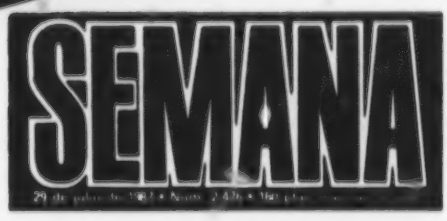
Lecturas

EL PAIS

HOJA DEL LUNES
DE VALENCIA

¡HOLA!

LAS PROVINCIAS
DIARIO DECANO DE LA REGION VALENCIANA


SEMANA

Marca
As } Sport

Regional newspapers are good for short items on everyday events as well as some coverage of national and international news (e.g. *La Voz de Galicia, Las Provincias, Levante* [both Valencia], *Ideal* [Granada]).

MAGAZINES

Cambio 16
Tiempo
Epoca } Predominantly political

Semana
Hola
Mía } General interest, fashion, food, topical issues, showbiz gossip

Popcorn
Superpop } Teenage magazines particularly useful for GCSE preparation

Soparama
Club infantil de pasatiempos } Word games

Teleprograma Details of television programmes

Advertising newspapers (e.g. *Almoneda, Andalucía Oriental, El Trajín de Valencia*) provide a wealth of material on such topics as jobs, housing, entertainment, travel, food and drink, etc.

There is also, of course, *Authentik*, a publication which is a compilation of articles from Spanish newspapers together with accompanying exercises and cassette tape. Suitable for use with GCSE and 'A' level students, it is available from: Authentik, 27 Westland Square, Dublin 2. Tel: 010 353 1 771512/771478.

- Printed matter of all sorts has long been an important resource for the teacher of Spanish. Tickets, timetables, menus, brochures from tourist offices, travel agents, hotels, campsites, advertising material, etc can all be used in many ways, not only to reinforce comprehension of key vocabulary in particular areas. They are valuable stimuli to promote useful and meaningful communicative activities, e.g. producing tourist information for Spanish visitors to this country.

Spoken

- When in Spain it is useful to record items from Spanish national and local radio stations. It is also possible to receive *Radio Nacional de España* in Britain on medium wave/AM frequency 585kHz/513m. Quality of reception will depend on the time of day, where you live and atmospheric conditions. (See also Chapter 4 'Bringing the country into the class' for details of the Radio Nacional tape subscription service).

On short wave there are several broadcasts available in Spanish. With a sufficiently powerful receiver you will be able to get programmes directly from South America, but there are also European stations which present some of their programmes in Spanish (e.g. *Radio Moscú, Radio Suecia*). Full details of stations and frequencies can be found in the *World Radio TV Handbook*, published annually by Billboard Ltd. A copy is usually available in large public libraries.

Further information can also be obtained from: Radio Exterior de España, Apartado 156. 202, 28080 Madrid.

- Taped interviews with acquaintances/ colleagues in Spain or Latin America are a fruitful resource. They can be extremely specific or wide-ranging according to requirements.

- Material recorded by the Spanish assistant, should the school be fortunate enough to have one, is easily obtained and immensely valuable. Try to give your interviews some structure by giving some thought to your questions beforehand. You should aim to collect a variety of materials based around the conversational areas outlined in the syllabus and on the known interest of your students. Remember that one of the prime aims of teaching students to speak a foreign language is to enable them to say what they **want** to say.

As an example of this we can consider the type of questions which might be planned around the topic of *El colegio*. A few simple questions should yield a wealth of interesting information which can be used not only for listening practice and language acquisition but also for purposes of comparison of life in British schools.

e.g. *¿Cómo se llamaba tu colegio?*
¿Estaba cerca de tu casa?
¿A qué hora empezaban/terminaban las clases?
¿Qué hacías a mediodía?
¿Cuántos estudiantes había en tu clase?
¿Qué asignaturas estudiabas?

It is equally clear from these examples that they also provide a natural context in which to practise the imperfect tense. By talking to the assistant about the topic areas on the syllabus you will be able to establish natural conversations on the different themes and highlight which language points other than vocabulary they reinforce.

- Get to know as many Spanish-speaking people as possible in your area - your local ALL branch is a likely contact point. Record interviews with them on a range of topics and invite them to your school in person to speak to the students.

Remember, too, that the usefulness of any material depends on **how** it is exploited. Recording the material is the first step; developing it requires careful consideration.

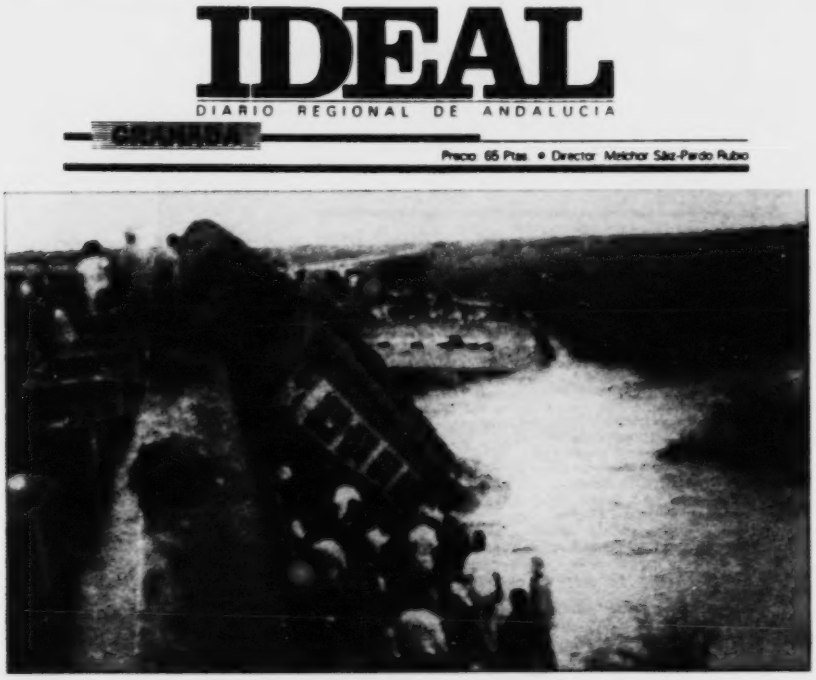
USING AUTHENTIC RESOURCES

- It is important to build up a bank of materials on a wide variety of topics. This is a demanding, time-consuming exercise but one which will pay dividends in the end. Equally important is the need for an organised filing system for storing materials in such a way that they can be accessed easily and quickly.

- Most materials can be exploited in a variety of ways to suit the needs and level of the learner. Tasks set should be meaningful and appropriate.

- Activities should be genuinely communicative, fostering, for example, the expression of wishes, opinions and ideas and a real exchange of information. Learners must see a purpose in what they are being asked to do.

- Ideas for activities can be collected from a variety of sources. Books on methodology and materials for the teaching of other languages including EFL are particularly useful. Colleagues in other subjects may also be able to contribute interesting, stimulating suggestions which can be adapted for use in the Spanish class. You should also examine the possibility of co-operating with colleagues to explore ways of developing a cross-curricular approach to the teaching of Spanish.


IDEAL
DIARIO REGIONAL DE ANDALUCIA
Precio 65 Ptas. • Director Melchor Sáiz-Pardo Rubio

La lluvia provocó el accidente Una intensa lluvia y la oscuridad de la noche, provocaron en la madrugada del miércoles pasado una de las peores tragedias de ferrocarril en México, cuando un tren con unas 360 personas a bordo, cayó a las aguas del río San Rafael. Las intensas lluvias que azotan a la zona, habían debilitado la base del puente que se desplomó cuando el convoy pasaba sobre él. El mortal accidente causó por lo menos un centenar de muertos. En la foto, los supervivientes, encaramados al techo de los vagones, esperando a los equipos de socorro.

Simple activities

READING WITH A PURPOSE

The traditional way of exploiting such texts is by comprehension questions in English or Spanish thus:

When did the accident occur?
What caused it?
How many people were killed?

¿Cuándo ocurrió el accidente?
¿Cuáles fueron las causas?
¿Cuántas personas murieron?

Questions like these may well test comprehension but they have no other significance and, being simply an academic exercise, their motivational value is low. The student is more likely to develop good reading skills if encouraged to read the passage with a particular aim in view. Where a photograph accompanies the original article this should also be presented to the students, as part of the message is conveyed by the visual image and an important element of any passive or active communication is an ability to coordinate all available sources of information. It would be more interesting, therefore, to place passage and learner in a Spanish context and devise a meaningful activity within this framework.

The passage could be presented in the following way:

Imagine que usted es empleado de una compañía de seguros en México y es responsable de la sección de estadística. La empresa necesita información sobre todos los accidentes graves que ocurren en el país y su trabajo consiste en recopilar los datos principales de cada uno. Lea este artículo y rellene esta ficha para los archivos.

Tipo de accidente	*Sitio dónde ocurrió*	*Hora del día*
Número approximado de víctimas	*Número de pasajeros*	
Causas del accidente		

This same approach is equally applicable to aural activities.

SPEAKING WITH A PURPOSE

Speaking activities, too, can be designed so that genuine communication takes place.

Camping *La Pantera Rosa*

Situado en primera linea de mar	***Precio por día***	
	Persona	380
- Bar	*Niño*	290
- Restaurante	*Tienda*	380
- Discoteca	*Caravana*	470
- Supermercado		
Capacidad 1500		

Camping *Los Pinos*

Situado en bello paisaje	***Precio por día***	
	Persona	260
- Tienda	*Niño*	200
- Piscina	*Tienda*	260
Capacidad 250	*Caravana*	370

Camping *Sol*

A 10 minutos de la playa	***Precio por día***	
	Persona	300
- Tienda	*Niño*	260
- Restaurante	*Tienda*	300
- Sala de juegos	*Caravana*	400
Capacidad 400		

The stimulus material above obviously lends itself to discussion of such things as price, location and facilities offered by the various campsites, but to be meaningful the dialogue requires a clear and realistic purpose. This could be done by ascribing each of the following roles to a different student and having them complete the task by using the information given about the campsites.

Student A
Imagina que estás haciendo proyectos para las vacaciones del verano con un/a amigo/a. Tú prefieres un sitio bastante animado pero no muy caro pero no te importa pagar un poco más si es necesario. Mira los detalles de los terrenos de camping y llega a un acuerdo con tu amigo/a.

Student B
Imagina que estás haciendo proyectos para las vacaciones del verano con un/a amigo/a. Tú prefieres un sitio no demasiado grande o ruidoso. Te gustaría estar cerca del mar pero no es absolutamente necesario. Mira los detalles de los campings y llega a un acuerdo con tu amigo/a.

Make this a genuine exchange of information by giving each student their instructions on a separate card so that each is unaware of the conditions under which the other is working.

Cara a Cara (John Clayton, Kenneth Hall and Derek Utley, Thomas Nelson & Sons, 1989) is specifically designed to encourage genuine communication through an exchange of information using the target language.

Suggestions for further reading:

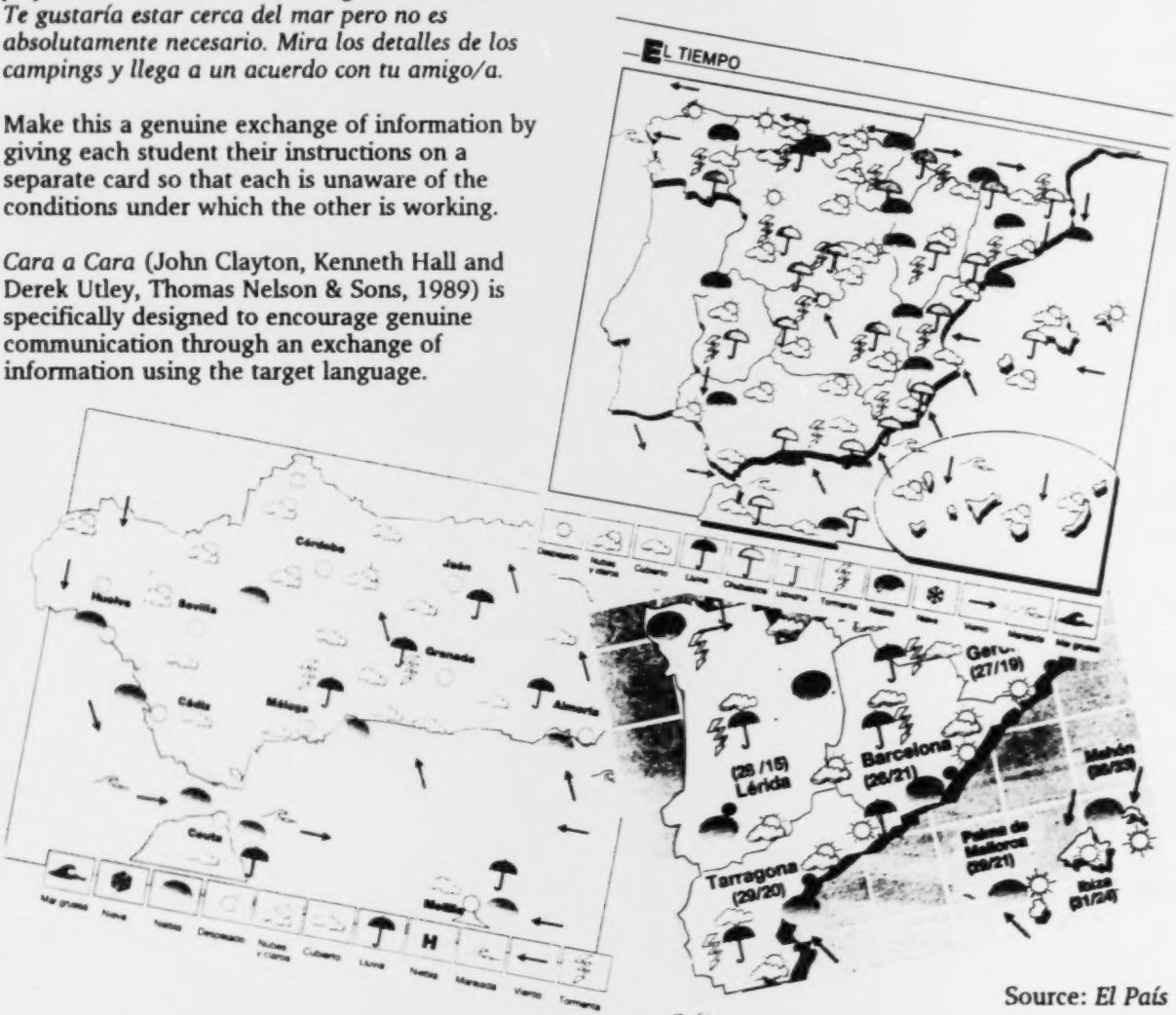
Littlewood W, *Communicative language teaching: an introduction*, Cambridge University Press (1981).

Pattison P, *Developing communication skills*, Cambridge University Press (1987).

Hawkins E, *Modern languages in the curriculum*, Cambridge University Press (1987).

Johnstone R, *Communicative interaction: a guide for language teachers*, CILT (1989).

Littlewood W (ed), *Developing modern language skills for GCSE*, Nelson (1989).



Source: *El País*

Bringing the country into the class 4

The creation of an appropriate environment for the teaching and learning of Spanish is an important factor in determining the level of interest and motivation generated in the students and hence the degree of success and enjoyment they will achieve.

At the heart of your efforts should be the attempt to give the students as much contact as possible with the country and its language at all times, both in and out of the classroom. It is essential right from the outset to link Spanish with real people and places.

Ideally, you should try to have a particular room or area for Spanish with which the students can identify. By using as diverse a range of authentic materials as possible, this area should be given the feeling or atmosphere of Spain and Spanish-speaking countries.

DISPLAYS

Perhaps the most obvious and immediate way of creating lively and stimulating surroundings is by displaying a variety of materials around the room; materials which will not only be decorative but which can also become an integral part of the learning process.

Gather together a range of:

- posters (both the 'traditional' tourist office type and those advertising sporting events, entertainments, etc)
- postcards
- leaflets and brochures
- calendars
- advertising material
- food packaging
- signs and notices
- tickets, bills and receipts

These can be obtained from various sources and by various means:

- A visit to Spain or Latin America is, of course, an ideal opportunity for collecting items, and with a little thought and diligent application (and a big plastic bag!) it is not difficult to accumulate a valuable stock of resources.

In tourist offices, travel agencies, shops, restaurants, etc, there is usually plenty of material freely available and more often than not a polite request can also extract more unusual examples of realia.
Keep your eyes open for publicity leaflets sticking out from under car windscreen wipers and mailing shots peeping out of letter boxes.
Pick up off the floor any (clean) litter which looks interesting and useful.
Accept gratefully all handouts you are offered in the street.
Keep crisp packets, sweet wrappers, food packets, etc.

- It is also possible to obtain a considerable amount of material even if you are not able to visit Spain. For example, letters to tourist offices in Spain can bring in brochures, maps, timetables, etc and can at the same time provide a realistic task for students to carry out if they themselves write the letters in Spanish. Their work will bring about a tangible result and an understandable sense of personal satisfaction.

Contact the following bodies to ask what they may be able to provide by post or by collection:

Spanish National Tourist Office, 57-58 James Street, London SW1A 1LD. Tel: 071 499 0901/6.

Spanish Embassy, 24 Belgrave Square, London SW1X 8QA. Tel: 071 235 5555.

ESPAÑA • 1492-1992
• ENCUENTRO ENTRE DOS MUNDOS •
EL ESPAÑOL EN
Islas Baleares
EL ESPAÑOL EN EL MUNDO
ESPAÑA

Embajada de España, Agregaduría de Educación, Agrupación de Lengua y Cultura Españolas, Petersfield House, 29 Peter Street, Manchester M2 5QJ. Tel: 061 831 7448.

Cervantes Institute, Department of Hispanic Studies, University of Liverpool, PO Box 147, Liverpool L69 3BX. Tel: 051 794 2000

Consejeriá Laboral, 20 Peel Street, London W8 7PD. Tel: 071 221 0098.

Oficina Laboral, 225 Royal Exchange, Exchange Street, Manchester M2 7BZ. Tel: 061 834 3736.

Vinos de España, 23 Manchester Square, London W1. Tel: 071 935 6140.

There are many banks, commercial enterprises and businesses which deal with Spain and which may also be of assistance. Keep a list of any useful names and addresses you come across together with a note of what they offer.

For South American resources, contact the different Embassies in London as well as, of course, CILT* and the Hispanic and Luso Brazilian Council*.

Remember too that these organisations may be able to offer films, tapes or speakers.

- Seek the assistance of friends and relatives who are travelling to Spain or South America to bring back materials.

- A direct link with a school in Spain or Latin America is invaluable in many ways and particularly for exchanging materials on contemporary issues, regional and national culture and everyday life in the country.

- If you are fortunate enough to have the services of a Spanish language assistant, he/she should bring materials at the beginning of the year and on subsequent trips home (see the section on 'The Spanish language assistant' later in this chapter).

Organising displays

- Encourage students to be actively involved in selecting material and mounting displays.

- Change displays at regular intervals. You may, for example, match displays as far as possible to current class work.

- Organise items under topic headings to tie in with particular themes, e.g. *la vivienda, la comida, los deportes, Andalucía, México*, etc.

- Use food packaging and add price labels to make a shop corner in the classroom. This is one example of how a display can become part of classwork.

- Do not neglect the potential for exploitation of all material on display by teacher, students and Spanish language assistant in oral work.

- Encourage students to monitor English and Spanish newspapers/magazines in order to collect a selection of articles on a variety of themes of topical and personal interest. These can then be incorporated into a display and/or used to build up a reference file of reading materials. Depending on their level, students might provide commentaries in Spanish and/or English, giving a general outline of content or a comment on the view expressed in the articles. Such an exercise is useful practice in synthesis and paraphrase, and ties in directly with the reporting task which forms part of the JMB 'A' level oral examination, for example.

THE MEDIA

The exploitation of television, radio and the press has already been considered in chapter 3, but it is appropriate at this point to re-emphasise their importance in bringing students into contact with contemporary Spain and South America.

Television

A varied selection of video material is a valuable resource, providing insight into the way of life, current interests and preoccupations of the people. It can be obtained from contacts in Spain or via satellite TV in this country.

Students should be encouraged to note not only differences but also similarities with their own culture and experience. Interest can be fostered by showing programmes which have already been seen on British TV (e.g. *Miss Marple, Dinastiá, Barrio Sésamo*). Familiarity with the story line and characters of a programme will provide the student with a 'way in' to a greater understanding of the Spanish version of it, as will their recognition of the TV techniques and conventions which transcend international boundaries.

British television (Channel 4 in particular) increasingly shows subtitled Spanish and South American films. Additionally, in recent years there have been documentary programmes on a range of themes. You should monitor the programme schedules regularly to be aware of what is on offer.

Radio

In addition to recording programmes on Spain and related topics from BBC radio and broadcasts in Spanish direct from Spain, South America or Europe on medium or short wave (see chapter 3 'Developing your own resources'), Radio Nacional de España runs the *Programa de Cooperación Cultural* subscription service.

La edición del programa se desarrolla anualmente en 8 números que se ofrecen al suscriptor en tres soportes.
- *Casete: contiene la grabación del programa*
- *Fascículo: contiene la transcripción del programa y una guía didáctica*
- *Diapósitivas (opcional): complemento visual del programa*

La suscripción puede acogerse a las siguientes modalidades:
- *Modelo A: fascículos y casetes edición anual: 8 fascículos, 8 casetes (6 c-60 y 2 c-90)*

- *Modelo B: fascículos, casetes y diapositivas edición anual: como Modelo A más 8 bandejas de diapositivas (7 con 20 unidades y 1 con 40 unidades)*

The 1990 subscription was £29 for *Modelo A* and £60 for *Modelo B*.
For current subscription details contact Radio Nacional de España, Programa Cooperación Cultural Internacional, Casa de la Radio, Prado del Rey, 28023 Madrid

Spectrum Radio

This international radio station, which broadcasts in Spanish to the Greater London area, was launched in June 1990. Its programmes cover news, interviews and music for the Spanish and Latin American community and can be picked up on 558 and 990 medium wave between 1-3 pm Saturdays and Sundays, and 2-3 pm Monday to Friday. Further details from the Servicio Hispánico of Spectrum Radio International, PO Box 5000, Brent Cross, London NW2 1JT (tel: 081 905 5000).

The press

Newspapers and magazines also make an important contribution in bringing students into contact with the Spanish-speaking world. Suggestions for useful publications can be found in Chapter 3. Fruitful uses of these resources can be ensured if you:

- build up a stock of newspapers, magazines, comics, etc and display current numbers prominently in the classroom or in the library. All students must be aware of what is available and where;

- encourage students to look at periodicals and establish a loan scheme so that they can take them home;

- ask students to select any material they find interesting and try to exploit it.

En Español

This is a series of video, audio and press resources produced by the Ministerio de Cultura for teachers of Spanish. In the videos everyday situations are illustrated with excerpts from fairly recent Spanish films. The audio cassettes with accompanying script also deal with related themes from everyday life. Further information can be obtained from:

Servicio de Difusión de la Lengua
Subdirección Gral. de Cooperación Internacional
Ministerio de Cultura
Plaza del Rey 1
28004 Madrid

NATIVE SPEAKERS

The benefits of having native Spanish speakers with you in the classroom are enormous. If you are lucky this will be an appointed Spanish language assistant. Where this is not the case, use every means possible to bring Spanish people into school, whether they be Spaniards living in the area, student exchange visitors or local business contacts. They are not only excellent role models, but also a powerful motivating factor as their very presence produces a real need to communicate. The student's knowledge and skill acquired in class suddenly have a practical application. In such situations even the most reticent character can usually be encouraged to participate, particularly if the visitor is carefully prepared beforehand with some information about the students in the class, e.g. their

background, their interests and the work they have covered.

THE SPANISH LANGUAGE ASSISTANT

If you do not already have a Spanish assistant, talk to your Head Teacher, to the school governors and to your Languages Adviser/ Inspector and put the case for the appointment of an assistant for the next academic year. If Spanish is not the school's first foreign language, you could explore the possibility of sharing with another school or other schools in your area. The assistants scheme is administered on a national level by the Central Bureau*. At the time of writing, the decision about whether to appoint assistants and how many to appoint currently rests with individual LEAs. With Local Management of Schools, however, this will become part of the school administered budget.

When making the case for an assistant, make the following points. The authority is depriving teachers and students of a vital aid to language learning because:

- Examination schemes emphasise the practical, communicative use of Spanish.
- Examination syllabuses state that students' understanding will be measured against the criterion of a 'sympathetic native speaker'. Students who do not have the opportunity to talk to a native speaker will be seriously disadvantaged in this respect.
- Both teachers and students need the foreign language assistant as an important resource.
- Students and colleagues are at a disadvantage when compared to students and teachers where schools do have assistants. Find schools in the area which have Spanish assistants and quote them to your Head Teacher and governors.

If few Spanish assistants are appointed in British schools, then there will be a similar reduction in the opportunities available to British undergraduates to spend time in Spain under reciprocal arrangements.

When you have an assistant, bear in mind the following observations:

The role of the assistant

- To provide 'living proof' that there really are Spanish people who use the Spanish language to communicate.
- To help bring the culture of Spain to the students.
- To help students improve the accent, intonation and fluency of their spoken Spanish.
- To help students prepare in particular for the oral and listening test of whichever examination they are taking.
- To improve the linguistic competence of the teacher by speaking Spanish with him/her as much as possible.
- To provide a link where possible between the English students and their Spanish counterparts.

Making best use of the assistant

BEFORE ARRIVAL

- Once you receive details from the Central Bureau about the assistant who has been allocated to your school, write to him/her straight away on school/college notepaper offering the post officially. This first contact is important as it will give the assistant an impression of the school he/she is coming to and the people with whom he/she will be working.
- Include information about the school's size and its location, the age range of the pupils, what the region has to offer, the date you expect the assistant to start work and what accommodation arrangements you have made. If you spent a year abroad as a student then you are probably able to put yourself in the position of the assistant and be sympathetic towards his/her needs.
- Include your home telephone number so that the assistant can contact you directly and quickly with any queries he/she may have.
- Outline the type of materials the assistant should bring for class use/display, e.g. postcards, photographs, slides, video films of own area; video/audio tapes from Spanish TV/radio; examples of everyday items such as tickets,

receipts, timetables, application forms, mailing shots, etc.

IN SCHOOL

- Explain to the assistant carefully what his/her role will be in the department. The assistant should be made to feel as full a member of the school staff as possible and should also be made aware of the responsibilities of the post.

- Try to compose a timetable for the assistant which will provide as much contact as possible with students preparing for examinations. Do not, however, exclude students lower down the school, particularly beginners, as the assistant has a vital role to play in motivating them, too.

- With groups up to GCSE level the assistant will most probably be attached to the member of staff teaching the class and share in that class through team teaching and by taking small groups of students for conversational practice. With 'A' level students, however, it may be possible for the assistant to be timetabled with the whole class or with individuals from it, depending on the flexibility of the sixth-form timetable.

- Whereas with GCSE groups the assistant's work is likely to be dictated by the teacher leading the class, it may be possible to allow more autonomy with 'A' level students. Encourage the assistant to develop his/her own materials according to the needs of the syllabus and the students' own interests.

- Speak Spanish with the assistant as much as possible, not only in the classroom. The students should hear the language being used in a variety of situations and not just associate Spanish with a formal learning situation.

- Work at all times with the assistant to ensure that students receive a positive image of the country and its language. The students will associate the subject with the person and a dull, boring, intolerant approach will produce a similar reaction in the student.

- Whenever the assistant returns to Spain, give him/her a list of materials, books, etc to bring back. Remember, too, to offer payment for what you request.

- Explore what contacts the assistant has in Spain to establish class-to-class links with a view to exchanging materials and possibly eventually setting up a student or teacher exchange.

POSTSCRIPT

- At the end of the assistant's year, particularly if it has been successful, he/she should be encouraged to write to the next appointee. First-hand information in the light of recent experience is always extremely useful and can get the following year off to a positive start. Such an approach engenders continuity and therefore helps to foster good relations all round.

- You will be required to write a report on the assistant for the Central Bureau. Try to be objective and if you feel a genuine need to be critical, be positive in your comments. It may be a sobering thought to consider what sort of report the assistant would write about **you**.

Details of the language assistant scheme can be obtained from the Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 071 486 5101.

Suggestions for further reading:

Using the foreign language assistant: a guide for schools and local education authorities, NALA (1988).

Morris D, *The head of department: a guide to good practice*, MLA, Handbook no 3 (1984) - available from ALL*.

Smalley A, *The French assistant's handbook*, MLA Handbook no 5 (1985) - available from ALL*.

Visits and travel 5

Although the 1988 Education Reform Act has created some difficulties and confusion for teachers wanting to organise school residentials, a visit to the country of the language being taught is still the best way of bringing students into contact with its language and culture. There is no doubt that a stay in Spain consolidates work already done in the classroom, extends the students' experience in a way not possible in lessons, and is a powerful factor in motivating individuals.

MAKING YOUR CASE

Determine clearly in what way students will benefit from their visit. Some points to bear in mind are:

Social benefits: the experience encourages tolerance, cooperation and self-discipline. It can also help foster positive relations between Spanish and English people.

Linguistic benefits: students are able to hear, see and speak in a realistic context the language they have learned in the classroom.

Cultural benefits: students have the opportunity to observe and perhaps take part in local customs and celebrations.

Remember that a clear outline of the aims of the trip is essential for staff, students and parents.

What type of visit to organise?

EXCHANGES

Advantages

An exchange...

- provides intensive exposure to Spanish language;
- promotes valuable social skills (e.g. independence and ability to adapt to a different environment);
- makes a wide range of experiences available to the student via the host family;
- is cheaper to organise;
- allows for flexibility of arrangement (dates of travel, destination, length of stay, excursions, etc);
- can result in long-term friendships between individuals and also between families;
- offers students first-hand experience of the Spanish way of life, e.g. family routine, family customs, types of food/drink, maybe even attending school with partner.

Disadvantages

- the linguistic and social demands may discourage timid students;
- some students' families may not be able to offer reciprocal arrangements for return visit of Spanish student;
- students may not be compatible, and thus the teacher must be prepared to encourage, cajole and promote tolerance on occasions. This can be exhausting but will be well worthwhile.

HOTEL STAYS

Advantages (compared with exchange)

- easier to arrange;
- excursions often included in package;
- closer teacher control.

Disadvantages (compared with exchange)

- language opportunities are much more limited;
- cost is proportionally higher;
- there is relatively limited contact with the Spanish way of life.

Having decided on the type of Spanish residential you want to organise, you are then ready to move on.

Starting up

★ Through personal contacts in Spain.
★ Via the Central Bureau.
★ Through the British Council in Spain, which can in the first instance set up an informal link for the exchange of student letters, project work and, in some cases, students themselves. In addition to Valencia (see 'Useful addresses' at the end of this chapter), the British Council has centres in Madrid, Barcelona, Bilbao, Granada and Palma de Mallorca.
★ Joining an existing local, regional or national exchange scheme.
★ Through an agency specialising in school travel.

STAGE 1: ORGANISATION - THE PRELIMINARIES

Questions to be answered

- Are there any special school/LEA arrangements?
- What is the required teacher/student ratio?
- What are your insurance requirements?
- Which members of staff do you want to take?
- Which is the best company to use?
- What is the target age-group of your students?
- What will be the cost of the visit?
- What charges can you pass on to parents?
- When will the trip take place?
- Will group travel on individual or group passport?

Points to bear in mind

- Check credibility of travel companies and consider only those which are ABTA bonded or members of a similarly recognised organisation. Contact other schools in your area for recommendations. If a company's brochure includes letters from satisfied customers, then contact them too if possible.

- When costing out the trip, don't forget to include all elements of travel from door to door, insurance, overnight stays, meals on journey, 'float' for emergencies, exchange rate fluctuations, staff accommodation where this needs to be arranged separately.

- Factors such as climate, fiestas and local holidays may influence your choice of when to run a trip.

- Individual passports will be needed by students on exchange visits with Spanish families. Group passports are only valid for parties staying together in the same hotel.

- Read carefully the small print of the insurance policy for exclusion clauses. Make students and parents aware of what exactly the policy covers and what will invalidate any claim (e.g. abuse of alcohol, use of drugs). Conditions will vary from company to company, so compare what is on offer to ensure **all** your group's needs are covered.

- You must familiarise yourself fully with the relevant sections of the 1988 Education Reform Act.

STAGE 2: GETTING THE TRIP UNDERWAY

Draft a letter to parents detailing:

- aims and objectives of the visit;
- details of destination/resort and name/ category of hotel where relevant;
- date, time and place of departure and return;
- dates of return visit of Spanish students in the case of exchange;
- total cost of trip and what this covers. Remember to indicate 'hidden' expenses such as cost of snacks/meals on journey, spending money whilst away, etc;
- outline of programme;
- name of travel company used;
- deposit required and date when due. A deposit of £50 is usually enough to ensure a serious commitment by parents;
- deadline dates for remaining payments, fixing final payments well in advance of own

deadline with travel company. Failure to settle on time may result in the company levying a supplementary charge;
- passport requirements.

Publicise the meeting to students

- by inviting those interested to come to a meeting for details;
- by talking to all students in individual teaching groups;
- by giving out your letter to be taken home.

You will need to 'sell' the visit to the parents in the first instance via the students, so obviously the more attractive you can make your presentation the more success you are likely to have.
Put up a display about the area you are to visit, showing postcards and photographs from brochures plus information from the Tourist Board to show what it is like.
If you have been before with a group, then include examples of any work done by students. If the school has a video camera available on loan, make a film of the visit to use as publicity in subsequent years. Alternatively or additionally, look out for suitable TV documentaries to record and show.

STAGE 3: PREPARATION OF STUDENTS

- Compile a list of names, addresses and telephone numbers of students who book a place on the trip by returning signed permission from parent and deposit.
- Keep careful records of all payments and issue receipts.
- Arrange to collect monies on a given day of the week, at the same time and in the same place.
- Issue 'savers cards' to help students and parents keep track of what has been paid.
- Request the information needed to pair students for an exchange visit. Collect details of hobbies, interests, brothers and sisters, parents' occupations, and enter on a standardised pro forma.
- Issue E111 application forms (form CM1 now available from post offices), explaining **clearly and painstakingly** to students how these should be filled in.
- Take completed forms to post office where the E111 certificates will be validated, thus entitling the holder to free or reduced-cost emergency medical treatment in Spain. The cover it can provide, however, is **not** sufficient to replace normal insurance cover. Make photocopies of E111s to take with you in case any are lost.

Whichever type of Spanish residential you plan to organise, the benefit to the students will be greatly enhanced if some time and thought is given to preparing them beforehand.

Language work and background studies

- Have regular meetings in the final weeks before leaving to practise the language needed in the basic situations. This is particularly useful for students in the early stages of learning Spanish. The more advanced students could assist with this preparation.

- It will also be helpful to put together a simple phrase book for these situations, around which the preparatory sessions could be based. You might include some background information in English about the Spanish way of life. Students would then carry this booklet with them.

- Students should be encouraged and expected to carry out some 'project work' whilst in Spain. Examples include questions on the town/region to be answered in English or Spanish, tasks to be carried out by using the language, interviewing the 'locals' for their views on certain topics (e.g. hometown, work, way of life), gathering information for a later longer study of a specific theme (e.g. industry, agriculture, transport, shopping).

If you arrange the visit to an area with which you are already familiar, then the preparation of suitable questions/tasks will be reasonably straightforward. However, information from the tourist office and a bit of background reading should also enable you to devise a work-booklet for any area. These booklets can then be revised in the light of subsequent experience.

The resulting work can form a basis for a follow-up evening for students and parents after the trip and will also be useful to help with publicity the next time.

Visits can be used to provide a stimulus for classwork before and afterwards. Even pupils not going can and should be encouraged to contribute effectively and purposefully if a little thought is given to suitable joint activities. An example of this might be, in the case of a school to school exchange, the production of a

tape/slide sequence or video film about the school in general or some aspect of school life to be shown in Spain. If the Spanish students can be persuaded to do something similar, then this can be presented and explained after the visit to the English students who did not travel.

Arrange a meeting with parents and students approximately three weeks prior to departure to cover the following:

- Information about where you are going, including any special events or excursions. Show slides/video if available.
- Travel arrangements/itinerary, ensuring departure/arrival dates and times are absolutely clear.
- Expected standards and ground-rules for behaviour, including reminder of insurance restrictions.
- Customs regulations.
- Luggage checklist.
- Needs for journey (e.g. food, overnight bag, etc).
- Emergency contact arrangements.
- Inadvisability of parents telephoning too frequently in the case of students staying with Spanish families. This causes homesickness and insecurity in some students.

Before leaving

- Leave a complete list of students' names, home addresses and telephone numbers with the school or college office.
- In the case of an exchange visit, also leave full details of where each student is staying in Spain.
- Leave a copy of the programme for the visit, showing each day's intended activities. Give clear instructions about how, when and where staff can be contacted if necessary.

WHEN IN SPAIN

- In the case of students staying with a Spanish family on an exchange visit, ensure that the host family is aware of the arrangements for medical treatment under the reciprocal EC agreement using the E111 certificates. This can best be done by the Spanish organisers at a meeting of all host families prior to your arrival, and reinforced by an explanatory letter in Spanish provided for each student to carry with him/her.
- For exchanges: contact host families during first couple of days either personally or by telephone to ensure students are settling.
- If the group are staying together in a hotel, try to arrange to have use of a room in the evenings to review the day's activities and prepare for the next. If students have specific work to do based on a visit this should also be incorporated into these review sessions.

OTHER POSSIBILITIES

There are also possibilities for students to follow individual initiatives in Spain. These can, of course, arise from links they themselves have established, or you may be able to help arrange something through your own contacts.
The following publications are useful sources of information for teacher and student alike. Those marked with a † are European or world-wide guides which include a section on Spain.

Studying in Spain

Cursos de Lengua y Cultura para Extranjeros en España - Ministerio de Educación y Ciencia.
This is an annual publication which provides details of Spanish language courses in Spain run by both public organisations and private colleges.

Study holidays - an authoritative guide to European language learning† - Central Bureau.
Provides information about organisations offering week-long, summer and year-long European language courses in 25 countries. For Spanish there are details of cost, ability level and extra activities that can form part of the course at 78 different centres on mainland Spain and on the Spanish islands. There are also separate sections on specialist courses in Basque and Catalan.
The introduction also gives practical advice on passports, visas, health and travel insurance, currency, customs, British Embassies and Consulates and travel.

Working in Spain

Working holidays† - Central Bureau.
An annual guide to paid and voluntary jobs available throughout the world. Packed with valuable information about the type of work offered, salary and accommodation, as well as sound advice on work and residence permits and arranging travel.

Volunteer work† - Central Bureau.
A comprehensive source of voluntary work and service on medium and long-term projects all over the world.

Travelling and living in Spain

Young visitors guide to Spain - Central Bureau.
Up-to-date information about living, studying and holidaying in Spain.

Time off in Spain and Portugal - Teresa Tinsley, Horizon Books.
Aimed at the independent traveller planning a long or short stay. Packed with ideas, opportunities and contacts.

How to study abroad† - Teresa Tinsley, Horizon Books.

Europe by train† - Timetable Publishing Office.
Annual guide to rail travel in Europe for young people. Also contains information on where to stay.

Touring guide to Europe† - YHA Services.
Details of what to see with background information on the country and its people.

International youth hostel handbook† - YHA Services.
Contents include main regulations imposed by hostels and a map indicating where hostels are situated.

Europe: a manual for hitch-hikers† - Vacation Work Publications.
Information on hitching techniques, route planning and national attitudes towards hitch-hikers, as well as sources of free maps and how to get legal assistance if required. Also has a glossary of essential vocabulary.

Travellers survival kit Europe† - Vacation Work Publications.
Practical guide to cost of food and accommodation, using telephones, car hire, public transport, shopping hours, customs regulations, the law, plus other sources of help and information.

The travellers handbook† - WEXAS International.
860-page reference of absolutely everything for the independent traveller. Includes sections for students, single women and the handicapped.

YMCA pack for Europe† - National Council of YMCAs.
Handbook of YMCA, YWCA and other recognised youth organisations.

Useful addresses

Central Bureau for Educational Visits and Exchanges, Seymour Mews, London W1H 9PE. Tel: 071 486 5101.

3 Bruntsfield Crescent, Edinburgh EH10 4HD. Tel: 031 447 8024.

16 Malone Road, Belfast BT9 5BN. Tel: 0232 664418/9.

Ministerio de Educación y Ciencia, Ciudad Universitaria, 28040 Madrid. Tel: 010 341 449 7700.

Timetable Publishing Office, PO Box 36, Peterborough PE3 6SB.

YHA Services Ltd, 14 Southampton Street, London WC2E 7HY. Tel: 071 836 8541.

Vacation Work Publications, 9 Park End Street, Oxford 0X1 1HJ. Tel: 0865 241978.

WEXAS International, 45 Brompton Road, London SW3 1DE. Tel: 071 589 0500.

National Council of YMCA's, Supplies Department, 640 Forest Road, London E17 3DZ. Tel: 081 520 5599.

Regional Director, The British Council, General San Martín 7, 46004 Valencia. Tel: 010 346 3529874.

6 Assessing progress

'Promoting children's learning is a principal aim of schools. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set and pupils' progress charted and expressed. It can yield a basis for planning the next educational steps in response to children's needs. By facilitating dialogue between teachers, it can enhance professional skills and help the school as a whole to strengthen learning across the curriculum and throughout its age range.'

Government Task Group on Assessment and Testing (1987).

WHY ASSESS?

★ Effective assessment of a student's progress is an integral part of a well planned teaching and learning programme.

★ It provides the teacher and student with up-to-date information on a student's progress and can be used by both student and teacher to identify areas of language which may require particular attention.

★ It provides the student with specific targets to work towards and thus helps with motivation.

★ It enables the teacher and student to evaluate methods and materials being used and make any adjustments necessary.

★ The student's involvement in the assessment process can help promote more generally applicable skills such as cooperation, initiative and responsibility.

★ An awareness of the goals to be achieved and some control over the learning process are likely to increase confidence and commitment in the student.

★ By providing information about what students know, understand and can do, assessment enables teachers to provide parents with an accurate guide to progress.

PRINCIPLES OF ASSESSMENT

- Assessment should be based on well defined criteria about what the student is expected to do, know and understand.

- Assessment is intended to show what students **can** do, not what they **cannot** do. Students should only be assessed when they have a good chance of completing the task successfully. Students who do not meet the criteria for successful completion of the task should be told what skills they still need to master and given the opportunity to complete the task again at a later date.

- Summaries of students' achievements must be positive, not negative, and contain clear statements about what skills they have demonstrated in fulfilling the assessment criteria.

- Assessment is not the end-of-year test nor the end-of-course examination, although these do form part of the process. Assessment is rather a constant element in the student's progress through the various learning stages. It will take various forms, at times being conducted by the teacher and at others by the student him/herself.

- Task-based assessment should relate to real-life language activities and, as far as possible, be relevant to the student's experience.

- Good classroom practice should include a range of teaching and learning styles which can be incorporated into an on-going scheme of assessment.

When formulating schemes of assessment it may help you to consider the following questions:

★ What do I want my students to achieve?

★ Do my students know what I want them to achieve and do they share these goals?

★ What opportunities must I provide to let them show these achievements?

★ How do I recognise what they have achieved?

★ How do I record their achievements? (marks? grades? written comment?)

★ How do I report their achievements? (to students, parents, school, employer, FE)

★ What do **we** do next?

★ **What do the students' achievements tell me about my own classroom performance?**

When devising a method of self-assessment for your students, it will help if you:

- make your system simple and clear;
- match the type of assessment to the nature of the learning goals;
- consult with your colleagues in the languages department and ensure a consistent approach by all teachers in all languages;
- consult with colleagues from other departments with experience of continuous assessment. Their comments will give you some indication of possible pitfalls to avoid and examples of good practice you may be able to adapt to your own requirements;
- choose a course and materials which clearly indicate to the students what each unit will enable them to do, once successfully completed. These materials should also ideally contain tasks and exercises which allow the student to assess his/her progress regularly.

RECORDS OF ACHIEVEMENT (ROA)

Recording achievement is first and foremost an aid to learning and student development.

Statements about a student's progress will form part of a Record of Achievement. Each student should build up a personal portfolio which illustrates individual achievement in many different areas, including ability shown in courses followed and examinations taken.

Any scheme must be manageable in terms of teacher and student demands. To this end:

- recording should arise naturally out of the normal delivery of courses;
- wherever possible the student should be the recorder, the teacher merely the verifier.

> Statements of achievement should be presented in the context of the work done, e.g. *(name) has demonstrated the ability to book rooms in a hotel in Spain by writing a letter in Spanish giving details of requirements and dates of stay. He/she also took part in a simulated conversation on arrival at the hotel with the teacher/language assistant playing the role of the receptionist.*

The final Summary Document, issued when the student leaves, should recognise **positive** achievement only and not contain potential or estimated grades/assessments. It should only present what the student **has** actually achieved.

Suggestions for further reading:

Clough E & P Davis, with R Sumner, *Assessing pupils: a study of policy, practice and innovation*, NFER-Nelson (1984).

Frith D S & H G Macintosh, *A teacher's guide to assessment*, Stanley Thornes (1984).

Dickson P, *Assessing foreign languages: the French, German and Spanish tests*, NFER-Nelson for the DES (1986).

Lee B, *Foreign languages: writing*, NFER-Nelson for the DES (1987).

Dickson P, *Foreign languages: speaking*, NFER-Nelson for the DES (1987).

Boyce C & M Portal, *Foreign languages: listening and reading*, NFER-Nelson for the DES (1987).

Evaluation and testing in the learning and teaching of languages for communication, Council of Europe, Strasbourg (1988).

Report of the national evaluation of the ROA Pilot Schemes, HMSO (1988).

Report of the Records of Achievement National Steering Committee, DES (1989).

Preparing for ROA - a workshop manual, South East ROA (1989).

Thorogood J, *Recording progress*, CILT Pathfinder series (1990).

Page B (ed), *What do you mean... it's wrong?*, CILT (1990).

GRADED OBJECTIVES IN MODERN LANGUAGES (GOML) GRADED TESTS

'... a scheme which has changed the philosophy of language teaching and learning in fundamental ways. First, the graded objectives idea starts from the conviction that virtually all learners can attain some measurable standard of achievement in learning a modern language. The achievement is to be seen as the successful completion of a series of defined tasks in communicative situations. Second, learners are not seen as competing against each other...but rather they are required to fulfil a set of criteria, that is to perform a number of tasks to an agreed level of efficiency. Third, the nature of the tasks, the ways in which they are to be carried out and the performances that are to be regarded as successful are known to the candidates before the tests are taken. Both teachers and learners know exactly what it is that is expected of them...
The influence of the graded objectives 'philosophy' is...to be seen everywhere - in public examinations, in published materials and in the general preoccupations of language teachers...It is undoubtedly true that the graded objectives movement has been a major influence in shifting the focus of language teaching over the last ten years.'

Brian Page and Derek Hewett,
Languages step by step: graded objectives in the UK, CILT (1987).

The effect of the graded objectives and tests in breaking up the traditional five-year course into a set of shorter-term opportunities has been instrumental in giving all students a realistic chance of achieving recognisable and recognised success in modern languages. Motivation has noticably improved where the objectives have been made clear, and the sense of satisfaction amongst students who have received certificates recording their achievements is an immediate reward for their efforts.

There are several syllabuses and tests which have been devised by GOML groups throughout the UK, and the CILT Language Teaching Library holds an archive of folders containing examples of all of them as well as others from countries outside the UK, including, for example, New Zealand and the Netherlands.

Graded tests in Spanish are available from several authorities at a variety of levels. Details of these can also be obtained from CILT and through their publication *GOML News*.

The Northern Examination Association* (NEA) has developed a set of criteria for accrediting students' achievements in graded objectives schemes in modern languages at levels 1-3. Once the criteria have been satisfied, the Board will authorise the issue of Graded Test Certificates by the relevant group bearing the NEA's endorsement. Detailed criteria and procedures for submission, validation and monitoring of schemes are available from any of the NEA offices.

Suggestions for further reading:

Page B & D Hewett, *Languages step by step: graded objectives in the UK*, CILT (1987).

Criteria for accrediting graded objectives schemes in modern languages, Northern Examination Association (1989).

Examinations 7

GCSE

Spanish is currently offered at GCSE level by all of the main examining groups.

In order to decide which scheme to adopt:

- Write to each of the different groups and ask for a copy of their current syllabus.
- Request copies of past papers and specimen papers of any future changes the boards may be introducing for Spanish.
- Ask for Chief Examiners' reports and any other information relevant to the group's scheme of assessment.
- Contact other schools in your area where Spanish is taught to GCSE level and seek advice and opinions on the syllabus they use.

Having gathered together the information, study it carefully.

When choosing a syllabus, bear in mind that the overall aim of any language learning programme must be the acquisition of real communicative skills.

- If you are introducing Spanish to the school/college, choose the syllabus which is most in accord with your own approach.

- If you are new to the department and have inherited a course and examination which you feel to be inappropriate or unsatisfactory, then be prepared to make a case for changing the examination board if necessary.

Examining Boards for the General Certificate of Secondary Education (GCSE)

London and East Anglian Group (LEAG)
EAB, The Lindens, Lexden Road, Colchester, Essex CO3 3RL. Tel: 0206 549545.

Midland Examining Group (MEG)
EMREB, Robins Wood House, Robins Wood Road, Aspley, Nottingham NG8 3NR. Tel: 0602 296021.

Northern Examination Association (NEA)
YHREB, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW. Tel: 0423 566991.

YHREB, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SE. Tel: 0742 557436.

Northern Ireland Schools Examination Council (NISEC)
NISEC, Beechill House, 42 Beechill Road, Belfast BT8 4RS, Northern Ireland. Tel: 0232 704666.

Southern Examining Group (SEG)
SREB, Beloe House, 2-10 Mount Ephraim Road, Tunbridge Wells, Kent TN1 1EU. Tel: 0892 35311/2/3/4.

Scottish Examination Board
SEB, Ironmills Road, Dalkieth, Midlothian EH22, Scotland. Tel: 031 663 6601.

Welsh Joint Education Committee (WJEC)
WJEC, 245 Western Avenue, Cardiff CF5 2YX, Wales. Tel: 0222 561231.

Preparing for the examination

GENERAL

- Familiarise yourself completely with the requirements of the syllabus you have chosen to follow.

- Ensure that your teaching materials:

  ★ include all social and psychological roles, settings, topics, situations, notions, functions, grammar, vocabulary and communication strategies required by the students for the exam;
  ★ provide ample practice in all skill areas.

- Do not follow the syllabus slavishly. Be prepared to include language which is relevant to a topic being studied but which may not be prescribed for the examination. Remember that a communicative course is about enabling students to say what they **want to say**. They should not be prevented from doing this by an examination syllabus.

- Ensure that your students are familiar with all of the different parts of the examination, as well as the format and content of each component.

- Give adequate practice in the type of questions and activities which the student will be required to do, but remember this does not mean doing 'practice exam papers' each week. Good and varied teaching techniques will, with equally honest effort from the student, lead each candidate to a level of competence in each skill commensurate with his/her ability, and the confidence to cope in the examination.

- Ask your local ALL branch to organise workshops for students **and** teachers in the different skills, and look out for news of 'Spanish days' which are taking place in your area.

- Impress upon students the importance of reading carefully the rubric for each question. Examiners' reports frequently underline the fact that this simple rule is often ignored and marks are lost by the candidate as a result.

- At some stage during the year in which the students are to take the GCSE it is a good idea to organise a 'trial' examination, ideally offering them the opportunity to attempt the previous year's papers. This will give them direct experience of what the examination entails, enable students and teacher to identify strengths and weaknesses in relation to the examination and provide the teacher with some guidance for the estimated grades which have to be submitted to the Board for each candidate.

THE SPEAKING TESTS

- The normal pattern of GCSE is for teachers to conduct the Speaking Test with their own candidates and **either** assess the work themselves (with a recording of a given number of candidates to be sent to the Board for moderation), **or** tape-record all of the candidates to be sent to the Board for marking. External candidates will be allocated to a centre in the area and will be tested by the examiner for that centre.

- Examination Boards usually organise training sessions for teachers who are to administer the oral examinations. You must attend these sessions. Each year Heads of Departments should arrange for the modern language staff who are to conduct the oral examinations to have a preliminary practice session. This is useful even for 'old hands' and essential for teachers who are doing the examination for the first time. Ask the Board if they can provide any materials to help with in-school teacher preparation.

- Although comparatively short, the speaking test carries the same marks as the other skill areas. The performance of the examining teacher can have a significant effect on the performance of a candidate and consequently on the final grade. It is vitally important, therefore, that you prepare yourself properly for conducting the examination by studying the test materials carefully beforehand. Instructions from the Board will state how long before the test this can be done.

- If the syllabus allows you to ask questions other than those prescribed, prepare a list of alternatives beforehand. Make sure that these questions are appropriate to the topic and provide candidates with the opportunity to demonstrate their full abilities.

- Give the student regular practice in speaking Spanish, enlisting the assistance of the Spanish assistant if you have one. Oral fluency in the language underpins all the other skills and confidence in this area will show benefits all round. The oral examination itself is probably the most stressful part for the student and it goes without saying that the more prepared

candidates are for it, the better they will cope. As the oral examination is also usually the first to be held, a confident start will set candidates well for the rest.

- Encourage students to develop their answers beyond the monosyllabic. Open-ended questions such as *'Háblame un poco de tu familia'* obviously require them to do so, but even simple questions like *'¿Tienes hermanos?'* can be answered with *'Si, tengo un hermano que se llama Richard'* or *'No, no tengo hermanos pero tengo muchos amigos'*. Both of these responses then allow the examiner to develop the conversation naturally with *'¿Cuántos años tiene Richard?'* or *'¿Cómo se llama tu mejor amigo/a?'*.

'A' and 'AS' level

'A' and 'AS' (Advanced Supplementary) courses are designed to cater for students who have achieved at least a grade C at GCSE and who wish to study Spanish at a higher level for a further two years.

The 'AS' level aims to broaden the sixth form curriculum by making it possible for 'A' level students to study Spanish beyond GCSE without wishing to specialise in it, covering roughly half the ground of an 'A' level subject, concentrating on practical, communicative language skills and omitting Spanish literature and background studies. For the purpose of entry to higher education, an 'AS' level qualification is equivalent to half an 'A' level. The Standing Conference on University Entrance (SCUE) issues a booklet entitled *'AS' levels and university entrance,* giving details of current university arrangements for recognising 'AS' levels. If in doubt, check directly with the FE/HE institution concerned for exact details of their course requirements.

'AS' level examinations are graded A-E in the same way as 'A' levels. They are designed for full-time 'A' level students but anyone may take them. They are primarily two-year courses but you may wish to consider the option of students taking the examination at the end of one year, providing adequate preparation has been done.

It is important to note that 'AS' levels require the same standard of work as 'A' levels. It is essential for the validity of 'AS' level Spanish that it is marketed in its own right, that students are able to opt for it as a supplementary subject from the outset of their 'A' level course and that it is not used as a 'fall-back' for students having difficulty with the full 'A' level. 'AS' is a promising development at post-GCSE level and, particularly in the school context, provides a real opportunity for language skills to be developed to a high degree of proficiency alongside a combination of Science or Business Studies subjects for example.

In order to maintain some parity of standards between 'A' and 'AS' level, and also to facilitate joint teaching, 'A' and 'AS' level syllabuses are related to some degree and certain papers may be common to each.
All Examination Boards plan to offer at 'AS' level those subjects regarded as priorities by higher education. This includes modern languages. Check with the following Boards, all of which currently offer 'A' level Spanish, to find out whether they have, or intend to have, an 'AS' syllabus and examination.

University of London School Examinations Board (USLEB)
Stewart House, 32 Russell Square, London WC1B 5DP. Tel: 071 636 8000.

Oxford and Cambridge Schools Examination Board
10 Trumpton Street, Cambridge CB2 1QB. Tel: 0223 411211.

University of Cambridge Local Examinations Syndicate
Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU. Tel: 0223 61111.

Joint Matriculation Board
Manchester M15 6EU. Tel: 061 273 2565.

Associated Examining Board (AEB)
Stag Hill House, Guildford, Surrey GU2 5XJ. Tel: 0483 506506.

Northern Ireland Schools Examination Council (NISEC)
(address on p 39)

Welsh Joint Education Committee (WJEC)
(address on p 39)

Changes have taken place in recent years in the content of 'A' level syllabuses. The previously traditional emphasis on translation and the critical study of literature as preparation for university courses is being replaced by increased weighting given to language skills as well as by innovations in syllabus content.

As there are some variations between the syllabuses offered by the different Examination Boards you should apply the same general criteria when deciding which one to adopt as outlined earlier for GCSE. CILT publishes a useful information sheet, *Guide to GCE 'A' level examinations*, which is revised regularly.

The Wessex project

This is a collaborative venture involving the education authorities of Avon, Dorset, Gloucestershire, Somerset and Wiltshire and the Associated Examining Board. The project is concerned with improving educational provision post-sixteen through the introduction of modular courses at 'A' and 'AS' level and the creation of a module 'bank' which will have even wider applications.
The structure of the modules will hopefully help bridge the academic-vocational divide and many have been specifically designed to introduce work that is directly related to industry.
There are several modules available for Spanish. Details of these as well as further information about the project itself can be obtained from: The Wessex Project, c/o Holyrood Community School, Zembard Lane, Chard, Somerset TA20 1JL. Tel: 0460 64389.

The following examination schemes are also available for Spanish and you may wish to consider offering them alongside, or even possibly instead of, GCSE, 'A' or 'AS' level.

Graded Objectives in Modern Languages

See Chapter 6, 'Assessing progress'.
For full details of GOML schemes available contact CILT.

Examinations of the Institute of Linguists

These are examinations in 'Languages for International Communication' for adults at various stages of learning from beginners to degree level. Their approach is more relevant to the adult world and they are widely used in adult and further education. However, students of fifteen and over may well find the Institute of Linguists examinations appropriate for their needs and interests.

From summer 1990 the IL is offering examinations in its revised syllabus at four different levels with the common approach of finding out whether candidates would be able to carry out real-life language tasks in natural non-examination conditions.

PRELIMINARY: Designed for people who have studied Spanish for about 50 hours, roughly equivalent to a one-year evening course in adult education.

HIGHER PRELIMINARY: For students who have completed 150 hours of study. It is approximately equivalent to GCSE Grade C and above.

CERTIFICATE: Broadly equivalent to a good pass at 'A' level.

DIPLOMA: Equivalent to a first degree in Spanish. Success at this level qualifies for Membership of the Institute (MIL). Fellowship of the Institute (FIL) is available to members who fulfil certain criteria.
Details on application.
There is no grading. Results are either pass or fail.

The Institute of Linguists also offers:
- Diploma in Translation.
- Bilingual Skills Certificate.
- Community Interpreter's Certificate.

Details of all these examinations, current syllabuses and copies of past papers are available on request from: Examinations Secretary, Institute of Linguists, 24A Highbury Grove, London N5 2EA. Tel: 071 359 7445.

City and Guilds Examinations

A City and Guilds scheme in Spanish has been available since September 1990. It is open to candidates of all ages but is particularly suitable for fourth and fifth-year pupils in secondary schools. It complies with the national criteria for GCSE and has been approved by the DES for use in schools on the recommendation of the School Examinations and Assessment Council (SEAC). The scheme aims to develop students' ability to use the language effectively for purposes of practical communiation, particularly in a

vocational area. Assessment is based on coursework and assignments.

To find out more contact: Division 31 (ALL), City and Guilds of London Institute, 46 Britannia Street, London WC1X 9RG. Tel: 071 278 2468.

Royal Society of Arts modern language examinations

Like the Institute of Linguists the RSA provides a range of examinations for general and specific language purposes.

GENERAL COMMUNICATIVE LANGUAGE EXAMINATIONS
These are offered at four levels for anyone who needs to communicate in Spanish, be it in the context of work or leisure. There are no specific entry qualifications for each examination but the RSA logically recommends that it might be useful for candidates to have successfully completed one level before trying the next.

LANGUAGES FOR COMMERCIAL PURPOSES
This scheme operates at two levels and its approach is the same as for the General Communicative examinations, only in this case the emphasis is on Spanish in a business and commercial context. It would be suitable for people intending to enter jobs in business and commerce where Spanish is used and could be used in conjunction with a language module in FE commercial courses or schools' and colleges' vocational courses.

CERTIFICATE IN LANGUAGES FOR BUSINESS
The CLB offers a practical qualification in the business use of Spanish for office workers and management trainees. It is useful to have completed successfully 'Languages for Commercial Purposes' or to have GCSE in Spanish before following a course leading to this certificate.

It is usually associated with one-year full-time courses in business language, possibly combined with secretarial skills. It is useful in Tertiary colleges and similar institutions or in sixth-forms seeking to diversify.

CERTIFICATE FOR SECRETARIAL LINGUISTS
This is for people entering employment as a secretary in a situation where language skills are needed. There are no specific entry requirements but the RSA suggests 'Languages for Commercial Purposes' or 'A' level Spanish would be useful with this examination being taken after a one-year full-time course in secretarial skill combined with languages.

DIPLOMA FOR BILINGUAL SECRETARIES
DIPLOMA IN LANGUAGES FOR INTERNATIONAL TRADE
These are for those entering employment as personal secretaries to senior management in a role where excellent command of Spanish is required. Candidates would normally have a degree in Spanish or hold the 'Certificate for Secretarial Linguists' and have followed an appropriate one-year full-time course.

The RSA are also involved in integrating languages into NCVQ-type qualifications.

Booklets containing full details of all the RSA qualifications are available on request from: The Royal Society of Arts Examination Board, 81 John Adam Street, London WC2N 6EZ. Tel: 071 930 5115.

London Chamber of Commerce examinations

The London Chamber of Commerce and Industry offers a series of examinations to meet the needs of people requiring languages for the purposes of business and commerce.
Speaking, listening and reading skills are tested at the four levels of preliminary, threshold, intermediate and advanced. Results of the examinations are given as fail, pass, credit or distinction.

Further details are available from: London Chamber of Commerce Examinations Board, Marlowe House, Station Road, Sidcup, Kent DA15 7BT. Tel: 081 302 0261.

Foreign Languages for Industry and Commerce (FLIC)

These are purely oral examinations administered by the London Chamber of Commerce and Industry. There are four levels, all of which assess the candidate's communicative efficiency in 'sympathetic, work-orientated exchanges'. The examinations can be taken by arrangement at any time of the year, with one month's notice.

Trained examiners conduct the examination. Levels are:

Preliminary	(= GCSE Grades G+).
Threshold	(= GCSE Grade D).
Intermediate	(= 'A' level).
Advanced	(= Final year Undergraduate Level).

Foreign Languages at Work (FLAW)

This scheme was established in 1982 to cater for the needs of the 16+ student wishing to continue with, but not specialise in, languages. It is run by the London Chamber of Commerce and Industry with certification provided jointly by the British Overseas Trade Board and the LCCI. National sponsorship comes from Lloyds Bank. FLAW is really a course framework and scheme of assessment and certification, rather than a formal syllabus or examination system. Schemes of work should be related to the needs of the students and local industry. With this in mind there should ideally be liaison with local business and commerce during the course. A booklet setting out the aims and objectives of the scheme, specifying language areas and skills to be covered and giving suggestions about the type of materials which might be used, is available from the London Chamber of Commerce at the address given on p 43.

The Pitman Examination Institute

Examinations are offered in Spanish at three levels: elementary, intermediate and advanced. The scheme provides assessment in listening, reading and writing, but oral skills are not tested. Full details of the syllabus and methods of assessment can be obtained from: Pitman Examinations Institute, Catteshall Manor, Godalming, Surrey, GU7 1UU. Tel: 04868 5311.

The International Certificate Conference

This organisation has developed a series of aims and objectives specifically with the adult learner in mind. They are achieved through a progressive modular system offered for Spanish at Stage 1 and Stage 2 (Certificate) levels with plans to introduce Spanish Level 3 later. The overall objective of the courses is that the learners should be able to use Spanish independently and effectively for their own purposes. They should be able to operate meaningfully in the language in situations which they might encounter during a short or extended stay in Spain or when dealing with Spanish visitors to their own country.

Although the ICC generally provides course outlines, it has also devised a series of examinations which coordinate with these courses.

Copies of examination papers and a range of publications giving further information can be obtained from: Lancashire College, Southport Road, Chorley PR7 1NB.

Business and Technician Education Council (BTEC)

There is provision within the BTEC schedule for Spanish to be incorporated as an optional language module into its courses of work-related education for those in, or preparing for, employment. BTEC's provision not only covers study for sixteen to nineteeen year olds, but also pre-vocational and continuing education as well. There are four main levels of BTEC qualification, and language components from beginner's to advanced can be integrated with other areas of study. From 1991 a BTEC National Diploma in European Business Studies will be available to all FE colleges.

Further information from: BTEC, Central House, Upper Woburn Place, London WC1H 0HH. Tel: 071 388 3288.

BBC Achievement Tests

The BBC offers achievement tests, usually organised by the University of Cambridge Local Examinations Syndicate, to complement the language programmes which they broadcast.

Further details from: BBC Education, London W5 2PA. Tel: 071 991 8031.

Diploma de Español como Lengua Extranjera

The Spanish Government has established this qualification in Spanish as a foreign language at the two levels of *Diploma Básico* and *Diploma Superior*. At each level candidates will be required to pass three tests:
- *Prueba A: Comprensión y Expresión Oral.*
- *Prueba B: Comprensión y Expresión Escrita.*
- *Prueba C: Gramática y Vocabulario.*

Further details from:

Consejería de Educación, The Spanish Embassy, 20 Peel Street, London W8 7PD. Tel: 071 727 2462.

Consejería Cultural, The Spanish Institute, 102 Eaton Square, London SW1. Tel: 071 235 1484/5.

Suggestions for further reading:

Examinations at 16+: a statement of policy, DES Welsh Office (1982).

Mobley M et al, *All about GCSE*, Heinemann (1986).

'GCSE: implications and development' in *NUT Secondary Education Journal*, Vol 16, no 3, 1986.

Articles in *Vida Hispánica* (back copies may be available from ALL):

Vol xxxvii, no 1, Winter 1988.

Anne Stevens, *Language qualifications for the adult non-specialist.*

Duncan Cameron and Jill Schrafnagl, *The Institute of Linguists new examinations.*

Diego García Lucas, *The International Certificate Conference and the teaching of modern languages to adults.*

Vol xxxviii, no 3, Autumn 1989.

Pilar Carranza and F Serrano Suñer, *Diploma de Español como Lengua Extranjera: Básico.*

The modernisation of ULSEB GCE Modern Languages Syllabuses 1982-1993.

8 Taking Spanish further

Those students who wish to continue studying Spanish beyond school or who may be considering a career in which modern language skills will play a part will most likely turn, in the first instance, to the specialist teacher for information and guidance. It is important, therefore, to be in a position to give advice which is based on an awareness of what possibilities are available in Spanish. Of course you will not be able to give a definitive answer to all your students' questions, but with the help of this chapter you should be better equipped to point them in the right direction, giving at the same time a broad picture of the types of courses available and some idea of the job opportunities.

It is also important to make students aware of the view held by many employers that competence in a foreign language is a highly desirable ancillary skill. Those specialising in other disciplines should be encouraged to maintain the language skills they have acquired and given the opportunity to do so (see Chapter 7, 'Examinations').

REFERENCE MATERIALS

You must have a collection of relevant materials which is as comprehensive as possible and available for consultation by staff and students alike.

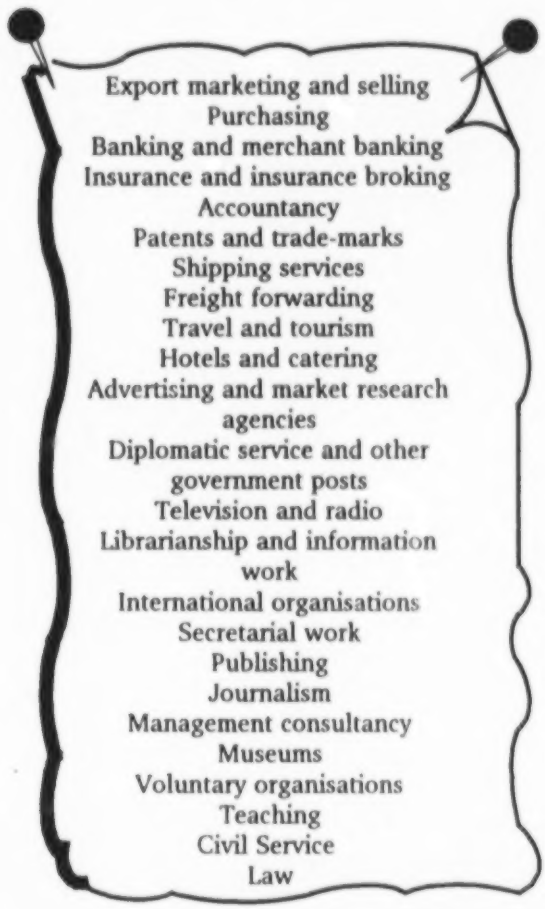
- Collect material about courses and careers relevant to Spanish and Hispanic Studies. Organise this material systematically so that it is easily accessible and try to keep it as up-to-date as possible.
- Work closely with the Careers department and Head of sixth-form in determining a positive, cohesive approach to advising students on possible directions beyond school.
- Ensure that sixth-form tutors in particular are fully aware of their role in the whole procedure and are clear in what they need to do throughout the year.
- Encourage the students themselves to monitor newspapers and magazines for advertisements for jobs in which a knowledge of Spanish would be useful.
- Put up displays for FE, HE and careers using the information you have collected. These should be attractive, clearly presented and guide the student on to the necessary next step.
- Establish contact with local and regional businesses which employ people with language skills. Involve them in your discussions, encouraging representatives to come into school for question forums or individual consultation. You may even be able to arrange periods of work-experience or work-shadowing for your students.
- Keep links with former students who have gone on to use Spanish in their career or to study it further. It is important that students have the opportunity to talk and listen to others who have gone through the same process they may be considering.

JOBS AND CAREERS

An ability to understand and use a language can be a useful asset in a wide range of jobs and careers at many different levels. Both the sixteen-year-old school leaver and the university graduate may be keen to continue their language skills, and there are openings for individuals from both categories. A skill in languages will be considered as a useful secondary skill, and very often employers will be seeking primary abilities in other areas such as typing, word-processing,

engineering, administration, management, etc. It is important, therefore, that **all** students are encouraged to develop and maintain their competence in a foreign language.

The following list gives just some of the job areas for which languages can be useful:



As a core element of materials for your information bank you might consider the following suggestions:

Publications

•*Working with languages*, I F Finlay, Institute of Linguists (1981).
•*Business studies, languages and overseas trade*, David Liston and Nigel Reeves, Pitman Publishing (1985).
•*Languages and your career*, Helen Steadman, Institute of Linguists (1988).
•*Languages and careers*, Ann King, Gareth Thomas and Derek Hewitt (eds), CILT (new edition 1989).
•*Languages in British business*, Stephen Hagen (ed), Newcastle upon Tyne Polytechnic and CILT (1988).
•*Higher education for international careers*, Linda Hantrais (ed), AMLC in association with CILT (1988).
Careers using languages, Helen Steadman, Kogan Page (1989).
•*What can I do with a foreign language?*, David Adams, MLA Handbook no 7 (1989) - available from ALL.
•*The undergraduate's guide to studying languages*, Linda Hantrais, CILT (1989).
•*Degrees of fluency: the sixth former's guide to language degree courses*, Ann King, CILT (1990).
•*Education for exporting capability - languages and market penetration*, Nigel Reeves, Institute of Linguists.
•*Using languages*, from Central Services Unit (CSU), Crawford House, Precinct Centre, Oxford Road, Manchester M13 9EP.
•*Foreign languages in industry and commerce*, Emmonds & Hawkins, Language Materials Development Unit, University of York.
•*Language study beyond school and graduate studies*, CILT information sheet.
•*Using languages*, Association of Graduate Careers Advisory Services, information booklet.
•*A guide to courses with languages*, Standing Conference of Heads of Modern Languages in polytechnics and other colleges (SCHML).
•*Languages at work*, DES 'Choose your course' series.
•*Bilingual secretary work*, Institute of Linguists information sheet.

Videos

•*Careers using languages*, University of Strathclyde (1985).

•*Languages in industry* (Baker-Perkins video), available on loan from: Training Assistant, APV Baker Limited, Manor Drive, Paston Parkway, Peterborough PE4 7AP. Tel: 0733 283000.

•*Job talk - languages and the world of work*, a 42-minute video dealing with the use of foreign languages in the context of everyday situations, and the relevance to the world of work. Details of availability and cost from: Focus in Education Limited, 365 Ewell road, Tolworth, Surrey KT6 7DE. Tel: 081 390 6768.

'GO AND SEE' GRANTS

Forty grants of up to £500 each are currently offered by The Prince's Trust to help young people make contact with potential business

partners in other European countries and find out how they might work together. The grants will pay for travel and initial contacts. Later there will be an opportunity to make a bid for a 'Go ahead' grant which will fund a collaborative venture.

Further details from: The Prince's Trust, 8 Bedford Row, London WC1R 4BA. Tel: 071 430 0524.

THE EUROPEAN WORK EXPERIENCE PROJECT

In 1992 Europe 'goes open', presenting education and industry with an opportunity and a challenge - to encourage young people to travel, study, or live and work in another European country.

The ORT Trust, in conjunction with the European Commission, the UK Training Agency and industry, is supporting the European Work Experience Project. The EWEP is essentially a facilitating project and is active in locating work-experience placements in other countries and in identifying schools/colleges which can link with their counterparts in other countries. Any company, school, college, authority or individual can register at any time with the project simply out of interest. The registration fee (currently £25) provides a copy of the Resource Pack detailing all the issues involved in the EWEP.

Further information from: EWE Project Coordinator, ORT Resource Centre, Queen Mary and Westfield College, Kidderpor Avenue, London NW3 7ST. Tel: 071 794 0029.

YOUTH FOR EUROPE

This is a scheme sponsored by the Commission of the European Community in all twelve member states which aims to promote youth exchanges. 'Youth for Europe' gives grants to young people aged fifteen to twenty-five years for travel and hosting exchanges. Priority will be given to those ventures which:

- ★ bring together young people of various social, cultural and economic backgrounds.
- ★ have been planned and developed by the young people themselves.
- ★ involve areas of the EC where little exchange activity has previously taken place.
- ★ involve young people from disadvantaged backgrounds.
- ★ focus on an awareness by young people of European issues.
- ★ are innovative and developmental.

Further details from: Youth Exchange Centre, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 071 486 5101.

COMMUNITY ACTION PROGRAMME FOR EDUCATION AND TRAINING FOR TECHNOLOGY (COMETT)

COMETT was set up to create a network of industry-university training partnerships and finance student work placements in companies in other member states.

Details from: COMETT Technical Assistance Unit, Avenue de Cortenbergh 71, B-1041 Brussels.

Eurofi Publishers produce *A guide to European Community Grants and Loans*, currently priced at £95 for the manual plus an updating service from: Bailey Distribution Limited, Warner House, Weir Bay Road, Folkestone CT19 6PH.

The *European Vocational Education Resource Pack* is available from the Central Bureau. This contains over twenty case studies of developing work exchange programmes between UK non advanced FE colleges and colleges in other EC member states, together with information on the EC, its institutions, roots, cultures and economy, and on 1992 - a Europe without frontiers.

JUNIOR ASSISTANTSHIPS IN SPAIN

The Central Bureau can place a certain number of students aged eighteen to twenty with an 'A' level or equivalent in Spanish as Junior Assistants in secondary schools in Spain. The work entails spending twelve to fifteen hours per week in the classroom under the supervision of the English teacher, helping pupils to improve their command of English and to gain an insight into the British way of life. The period of appointment is between January and June, and a weekly allowance is provided.

Further details of the scheme and application forms are available from: Assistants Department, Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE.

TRANSLATING AND INTERPRETING

As this is an area which students often see as an obvious one for using their skills, it is wise to

consider these words from Helen Steadman in her excellent book *Careers using languages* (Kogan Page, 1989):

'Anyone advising a person interested in these careers has to play devil's advocate in order to emphasise the very limited openings in these fields and to try to steer the budding linguist towards some other area of employment. The truth is that there are very few openings for translators and interpreters, either in the UK or abroad. In addition, a very high level of language skills (much higher than 'A' levels or even a language degree) is necessary. Competition for jobs in interpreting is particularly intense - the conference interpreters' professional body, the Association Internationale des Interprètes de Conférences (AIIC) has only some 2,000 members world-wide for all languages.'

Nevertheless, even though it may be difficult to earn a living solely from translating and interpreting, there are still opportunities for these skills to be used as part of one's job. Fluency in one or more foreign languages also makes a person eligible to be considered for the Official List of Translators and Interpreters of the local Police Authority upon which officers draw when necessary. For more details about this, contact the Regional Police Headquarters. The Chamber of Commerce also holds a register of interpreters and translators, entry to which is open to members of the CCI who are fluent in a foreign language. Additionally, there are translation agencies which hold lists of suitably qualified people upon whom they might call, and freelance work is another possibility. It should be borne in mind, however, that this line of work is demanding and requires a great deal of responsibility - a paying customer expects the finished piece of work to be accurate in every aspect, well-presented, and in time to meet a deadline which in some cases may be very tight.

Further information about translating and interpreting as a career can be obtained from:

The Joint Service Interprétation-Conférences, Commission of the European Communities, Rue de la Loi 200, B-1049 Brussels.

The Institute of Translation and Interpreting, 318a Finchley Road, London NW3 5HT. Tel: 071 794 9931

The Institute of Linguists, 24a Highbury Grove, London N5 2EA. Tel: 071 359 7445.

Suggestions for further reading

**A career as a staff translator,* Institute of Translating and Interpreting.
**So you think you'd like to be a translator or interpreter?,* Institute of Translating and Interpreting.
**Starting up as a freelance translator,* Institute of Translating and Interpreting.
**Setting up a translation agency,* Institute of Linguists.
*Picken, C (ed) *The translator's handbook,* ASLIB (1989).

FURTHER STUDIES

There are several options for continuing with Spanish at 16+ in the sixth form at school, at a sixth-form college, or at a college of further education. Courses leading to the following qualifications may specialise in Spanish or may offer Spanish as one of the course elements.

*BTEC (Business and Technician Education Council) 1st Certificate and National Certificate/Diploma.
*CPVE (Certificate of Pre-Vocational Education).
*'A' level.
*'AS' level.
*Institute of Linguists examinations.
*RSA (Royal Society of Arts) examinations.
*FLIC (Foreign Languages for Industry and Commerce).
*FLAW (Foreign languages at Work) Scheme.

Details of these can be found in Chapter 7, 'Examinations'.

There are often opportunities available to begin or maintain Spanish at night classes offered by local institutions. Check with the Central Lending Library for details of what is available and where.

HIGHER EDUCATION

Spanish can be studied for a single honours degree or as part of a combined degree course. It is also offered as a subsidiary subject in many universities and polytechnics where ab initio courses make the language available for students who have not taken Spanish to 'A' level.

Spanish can be studied with other subjects such as:

Business Studies, Computing Science, European Studies, Communication Studies, Law, Drama, Politics and Government, Physical Education, Archaeology.

Nearly all courses with Spanish as a main language are four years in length, with one year being spent in a Spanish-speaking country as a student, an English-language assistant or in some cases on a work placement.

The suggestions made at the beginning of this chapter about collecting and making available relevant material concerning careers involving language skills are equally applicable here. You should liaise with the person/s in your school or college who is/are responsible for advising students on FE/HE courses and try to be aware of what is currently on offer. Remember that your students are likely to come to you first with their questions and whilst, as with careers, you will probably not have all of the answers, you should be able to advise them on where those answers might be found.

Students considering further or higher education should also be advised on what career opportunities are available for their likely qualifications. Prospectuses usually contain some indication of what past students have gone on to do. Schools and colleges should try to keep a record of the destinations of former students who complete FE/HE courses in Spanish. See also *What do graduates do?* (CRAC Publications; published annually).

Students who think that they might enter the teaching profession should continue with the study of French, either as part of a joint honours degree or at least as a subsidiary subject.

Encourage students to attend Open Days at the places to which they are considering applying. This is best done in the lower sixth, if possible, so that applications through UCCA and PCAS can be based on the experience of having visited the department and spoken to the lecturers, but perhaps more importantly, having spoken to undergraduates already on the course. For the same reason, it is useful to keep in touch with students who have gone on from your school/college to further study involving Spanish, and invite them back to talk to others considering the same.

As courses vary considerably from one department to another, it is essential that students read the prospectus carefully before applying. The school should have a collection of current prospectuses available for consultation and the students themselves can, of course, send off for their own copies. Many students' unions produce alternative prospectuses to give a 'truer' picture for potential applicants of what colleges, polytechnics and universities are **really** like!

CAREERS RESEARCH ADVISORY COUNCIL (CRAC)

Founded in 1964, this organisation aims to create links between the worlds of education and employment and in particular to help graduates, school leavers and others with their career decisions.

CRAC runs a programme of industry-education link courses for students throughout the year and offers a wide range of publications giving advice on all aspects of careers. For a full list of titles contact: CRAC, Sheraton House, Castle Park, Cambridge CB3 0AX. Tel: 0223 460277.

The following publications are essential for reference by students and staff:
**How to apply for admission to university - The UCCA Handbook.*
**PCAS guide for applicants.*
**Hispanic studies - Degree course guide*, CRAC Publications. Revised every two years.
**The Compendium of university entrance requirements for first degree courses in the United Kingdom*, Association of Commonwealth Universities. Obtainable from Sheet and Ward Limited, 2 Creechurch Lane, London EC3A 5AQ. Revised annually.
**Directory of first degree and higher education courses*, Council for National Academic Awards (CNAA), 344 Grays Inn Road, London WC1X 8BP. (Free)
**The handbook of degree and advanced courses in institutes/colleges of higher education, colleges of education, polytechnics, university departments of education*, National Association of Teachers in Further and Higher Education. Obtainable from Lund Humphries, The County Press, Drummond Road, Bradford BD8 8DH.
**Getting into university*, Brian Heap and Stephen Lamley, Careers Consultants Limited, 1988.
**Getting into polytechnic*, Geoff Ward, Trotman and Company, 1989.
**Getting into colleges and institutes of higher education*, Careers Consultants Ltd, 1988.

**Focus at 18+*, Roz Barnes (ed), Newpoint Publishing Company Limited, 1990.
**The Student Book: The applicant's guide to UK universities, polytechnics and colleges*, Klaus Boehm and Jenny Lees-Spalding (eds), Macmillan Papermac. Revised annually.

EUROPEAN COMMUNITY ACTION SCHEME FOR THE MOBILITY OF UNIVERSITY STUDENTS (ERASMUS)

ERASMUS promotes cooperation between the Community's universities, and provides grants for students to spend a period of study in a university in another member state as a integral part of their course.

Details from: ERASMUS Bureau, Rue d'Arlon 15, B-1040 Brussels.

Students who might be considering studying in Spain should seek advice and information from: Ministerio de Educación y Ciencia, Servicio de Información, C/. Alcalá 36, 28014 Madrid. Tel: 010-341 2214530/010-341 2214806.

An outline of the courses available in Spain can be found in *Estudios en España - II. Nivel Universitario*, Cuadernos Informativos, Ministerio de Educación, Madrid. Revised regularly.

See also *Higher education in the European community - Student handbook*. Commission of the European Communities. Revised regularly.

9 Professional development

Apart from generally enhancing career prospects, professional development can bring immediate concrete benefits by providing interesting new ideas and techniques which can be introduced into the classroom. Opportunities for such development can be created on a regular basis at school or at a local level and need not be limited to courses, workshops or lectures, attendance at which may be restricted in any case these days.

Here are some suggestions.

INSET

- Make out a case for the use of some official training days for departmental INSET (see Chapter 3, 'Developing your own resources').

- Ask for discussion of INSET to be a regular feature on the agenda of departmental meetings. The list of possible topics is long and priorities will depend on a variety of factors, such as developments in school, within the authority or at a national level. The following areas are just a few of those which might be considered:

  - ★ Diversification: the possibility of introducing Spanish as the first or joint-first foreign language.
  - ★ Spanish as the second foreign language: the challenge of teaching a GCSE course in two years.
  - ★ Resources, both purchased and home-made: evaluation and production of materials.
  - ★ Making the transition from GCSE to 'A' level.
  - ★ Teaching Spanish across the whole ability range.
  - ★ 'Taster' courses or modular courses in Spanish for sixth-form students not studying languages as a main subject.

- Trinity and All Saints' College, Leeds, can offer consultancy to schools or groups of schools on, for example, subjects such as the planning and mounting of FLIC or FLAW schemes, the selection of special topics at 'A' level and development of resources, classroom techniques and materials for skill development. All sessions involve TASC input as well as follow-up work by teachers. The aim is to produce something tangible and of direct use to individual teachers and their schools. Anyone interested should contact the Head of INSET, Trinity and All Saints' College, Brownberrie Lane, Horsforth, Leeds LS18 5HD. Tel: 0532 584341.

- Seek opportunities to meet with modern language teachers from other schools in your locality. It is particularly important to establish contact with other teachers of Spanish if you are the only one teaching it in your school. The sharing of ideas and resources is very important if the language is to thrive and prosper. The production of successful graded test schemes in Spanish would not have been possible without the commitment and cooperation of groups of teachers in different parts of the country pooling their talent and energy. Establish links with local FE colleges and enlist their assistance in coordinating courses.

- Make use of your adviser. Apart from acting as a co-ordinator, he/she should be able to keep you informed of relevant courses and interesting opportunities. You should also make him/her aware of what you want from an INSET course and call for courses to be run in your own authority for groups of local teachers.

- Consult other departments in your school. They may have good ideas to offer in areas of

general concern, e.g. assessment, records of achievement, profiling, classroom organisation, etc.

• Read *The Times Educational Supplement* regularly to keep up with educational developments in general, at the same time looking out for articles specifically concerned with modern language teaching and reviews of Spanish books and materials. A *Modern Languages Extra* supplement is published twice yearly.

COURSES, CONFERENCES AND TEACHER EXCHANGES

★ The **Central Bureau for Educational Visits and Exchanges** organises courses in Spain for teachers and there are some bursaries available to assist with expenses. Teachers in Scotland and Northern Ireland are eligible to participate although bursary arrangements differ. For further information contact:

The Central Bureau for Educational Visits and Exchanges, Short Courses and Study Visits Section, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 071 486 5101.

3 Bruntsfield Crescent, Edinburgh EH10 4HD, Scotland. Tel: 031 447 8024.

16 Malone Road, Belfast BT9 5BN. Tel: 0232 664418/9.

The Central Bureau can also arrange teacher exchanges with Spain for three weeks, a term or a year. Details are available from the above addresses. The Bureau also produces two leaflets with useful information for teachers about their scheme, *In-service training for teachers: post to post exchange, Europe* and *Study visit schemes.*

★ The **Spanish Embassy Education Office** is developing its support for the teaching of Spanish at all levels. It now has resource centres based in London, Manchester and Edinburgh which stock a range of resources, including audio and video cassettes, available on free loan to teachers, and which operate a cuttings service of authentic materials. In addition, the Office organises short in-service training courses throughout the year for teachers of all levels of experience, including retraining courses for teachers of other subjects. If required, Spanish staff can be sent to participate in courses organised by other agencies or for groups of fifteen or more. Courses can be run in different areas of the UK and tailored to specific needs. Another particularly valuable service is providing contact with native speakers engaged in teaching Spanish as mother tongue to the immigrant community. Details from the Embassy Office, 20 Peel Street, London W8. Tel: 071 727 2462.

★ The **Biennial national course for teachers of Spanish and Portuguese** covers important aspects of GCSE and 'A' level work. The next course is due to be held in April 1992 and details can be obtained from: Association for Language Learning, 16 Regent Place, Rugby CV21 2PN. Tel: 0788 546443.

★ The **Centro Cultural Hispánico**, founded over forty years ago, provides summer courses of interest to teachers of Spanish as well as organising tours, exchanges and various cultural activities. It defines itself as an association *'sin ánimo de lucro, cuyo fin general es promover los intercambios e incrementar las relaciones culturales entre españoles y extranjeros y difundir la lengua y la cultura españolas...'*. Further information from: Centro Cultural Hispánico, Dr. Castelo, 32, 28009, Madrid. Tel: 010 341 2743713/010 341 2741603.

★ The **ALL (formerly JCLA) Conference** is held annually at Easter at a different venue each year. It offers lectures, workshops, presentations of new modern language publications, plenary sessions and an extensive exhibition of language teaching materials. It has been described as *'the greatest in-service training/staff development event for language teachers ever staged in the UK'* and provides an excellent opportunity to establish contact with other teachers of Spanish and develop knowledge and skills. Conference details available from: Association of Language Learning, 16 Regent Place, Rugby CV21 2PN. Tel: 0788 546443.

★ The **Language Teaching Centre at the University of York** offers a one-year full-time course leading to an Advanced Diploma in Language Teaching. The Diploma may also be completed on a part-time basis over two years. The course is designed to encourage teachers to identify an area of practice - in their own work or in that of their department or school - which they would like to improve. The aim of the course is to develop techniques and/or materials in the area chosen and then write a report on the work covered. The course is specifically designed to meet the practical needs of foreign language teachers and each teacher receives individual

help and advice. Further information is available from: The Language Teaching Centre, University of York, Heslington, York Y01 5DD. Tel: 0904 430000.

★ The **Mary Glasgow Language Trust** offers a Language Teacher Fellowship each year. The Fellowship provides for three months' sabbatical attachment on full salary at a British university to permit the teacher-fellow to pursue and/or complete a project in the field of language teaching/learning. Details are published in the Fellowships/Studentships section of *The Times Educational Supplement*. Further information may be obtained from: The Honorary Secretary, Mary Glasgow Language Trust, c/o CILT, Regent's College, Inner Circle, London NW1 4NS. Tel: 071 486 8221.

★ **CILT** publishes an information sheet on part-time and intensive language courses for adults (no 4) and another on current courses and conferences of interest to teachers of modern languages (no 79).

★ An additional source of information concerning courses for teachers is: DES, Teachers' Branch F, Elizabeth House, 39 York Road, London SE1 7PH. Tel: 071 934 9000.

★ Details of short courses for teachers in Scotland are available from: Scottish Curriculum Development Service, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. Tel: 031 557 4888.

★ For courses in Spain see the annual publication *Courses for Foreigners in Spain* available from: The Cultural Department, Spanish Embassy, 24 Belgrave Square, London SW1. Tel: 071 235 5555.
or
The Spanish Institute, Eaton Square, London SW1. Tel: 071 235 1484/5.

★ A list of courses designed primarily for industry but which also welcome teachers can be found in the booklet *Training Courses*. Areas covered include instruction on OHT preparation, tape/slide production, closed-circuit TV, etc.

This booklet is available from: National Audio-Visual Aids Centre, Paxton Place, Gipsy Road, London SE27 9SR. Tel: 081 761 0901/2/3/4.

★ There are also several initiatives for professional development available through the European Community programmes for educational training. There are schemes for students (See Chapter 8,' Taking Spanish further', for details of the ERASMUS and COMETT schemes) and teachers.

The LINGUA programme has been devised to promote *'a quantitative and qualitative improvement in foreign language competence among Community citizens'* and one of its main aims is to provide for in-service training courses for teachers of foreign languages.

Further information can be obtained from: LINGUA, Place du Luxembourg 2/3, B-1040 Brussels.

The Commission of the European Communities has published a *Guide to the EC programmes in the fields of Education, Training, Youth*. Copies from: EURYDICE European Unit, Rue Archimède 17 (Bte 17), B-1040 Brussels.

FUNDING

The cost of attending courses in the UK will hopefully be met in full or in part by your school or local authority. There are also, however, some other possible sources to which you can apply.

For details of possible financial support see *Finance from Europe*, issued through: London Office of the CEC, 8 Storey's Gate, London SW1P 3AT. Tel: 071 222 8122.

The UK Centre for European Education hopes to be in a position to provide some modest support through LEAs for teachers at primary and secondary levels engaged in producing and using materials for curriculum development in European education. Enquiries to: The Hon. Secretary, UK CEE, University of London Institute of Education, 58 Gordon Square, London WC1H 0NT. Tel: 071 636 1500 (ext 280).

Guidance on obtaining finance from trusts and foundations together with information on the main public, commercial and industrial sources of funds can be obtained from: The Secretary, The British Academy, 20-21 Cornwall Terrace, London NW1 4QP. Tel: 071 487 5966/9.

Application forms and notes of guidance for DES grants from: Educational Research and General Division, Elizabeth House, York Road, London SE1 7PH.

Churchill Travelling Fellowships

The Winston Churchill Memorial Trust makes some 100 travel awards annually, to enable UK citizens to gain a better understanding of life in other countries and to acquire knowledge and experience which will contribute to their work and the community when they return. No special qualifications are needed, but candidates must propose a study project related to their profession or interests and if selected are expected to make their own plans and arrangements. Awards are offered in different categories each year. Grants cover return air fare, daily living, travel within the country visited, insurance, etc - they do not cover attendance at courses or academic studies. Details from the Trust at: 15 Queen's Gate Terrace, London SW7 5PR.

See also CILT information sheets no 46, *Awards for postgraduate study,* and no 47, *Research grants.*

Cable

Cable, a magazine for teachers of Spanish as a foreign language, was launched in 1987 in Madrid. The following extract from its editorial outlines the main objectives.

'Los objetivos de CABLE son:
- *reflejar y estimular el desarrollo en el campo de la metodología y la didáctica del español como lengua extranjera;*
- *contribuir al intercambio de conocimientos, experiencias y materiales entre los lectores;*
- *contribuir a la promoción profesional de todas las personas que se dediquen a la enseñanza y difusión del español como lengua extranjera.'*

Teachers interested should contact: CABLE, La Redacción, Plaza de los Reyes Magos 9-5-C, 28007 Madrid. Tel: 010 341 552 96 97.

PROFESSIONAL ASSOCIATIONS

Membership of at least one of the main professional associations and organisations is advisable for the benefits it brings in terms of talks, meetings, journals and contact with fellow language teachers. Remember too that you may be eligible for tax relief on individual subscriptions. Check whether corporate membership is offered for educational institutions.

Here is a selection. Contact each one directly to find out what they offer.

Association for Language Learning, 16 Regent Place, Rugby CV21 2PN. Tel: 0788 546443. (Spanish journal *Vida Hispánica*, twice yearly.)

Asociación Europea de Profesores de Español (AEPE), Instituto de Cooperación Iberoamericana, Avenida de los Reyes Católicos s/n, Ciudad Universitaria, Madrid 3. (Journal *Boletín de la AEPE*, twice yearly.)

Anglo-Spanish Society, 5 Cavendish Square, London W1M 9HA. Tel: 071 580 7537. (Journal *Quarterly Review*).

Association for Contemporary Iberian Studies, c/o Department of Modern Languages, Lipman Building, Newcastle Polytechnic, Sandyford Road, Newcastle upon Tyne NE1 8ST. Tel: 091 232 60002.
(Journal twice yearly).

Association of Hispanists of Great Britain and Ireland, Department of Spanish, Queen Mary College, Mile End Road, London E1 4NS. Tel: 081 980 4811 (Ext 481/476).

Instituto de España, 102 Eaton Square, London SW1. Tel: 071 235 1484/5.

Hispanic and Luso Brazilian Council, Canning House, 2 Belgrave Square, London SW1X 8PJ. Tel: 071 235 2303.
(Termly news bulletin for schools containing information about courses, publications and general language developments for Spanish and Latin-American studies. Plus annual prize examination for students in Spanish and Latin-American studies.)

Information about professional associations is also available in the form of the CILT *Language associations and centres directory.*

Useful addresses

The Association for Language Learning
16 Regent Place
Rugby CV21 2PN
Tel: 0788 546443

BBC Education
Villiers House
London W5 2PA
Tel: 081 991 8031

BBC Books
80 Wood Lane
London W12 0TT
Tel: 081 576 2000

BBC Schools Radio Cassette Service
Broadcasting House
London W1A 1AA
Tel: 071 927 5821

Campus 2000
PO Box 7
214 Grays Inn Road
London WC1X 8EZ
Tel: 071 782 7104/7401

Careers Research Advisory Council
Sheraton House
Castle Park
Cambridge CB3 0AX
Tel: 0223 460277

Central Bureau for Educational Visits and Exchanges
Seymour Mews House
Seymour Mews
London W1H 9PE
Tel: 071 486 5101

3 Bruntsfield Crescent
Edinburgh EH10 4HD
Tel: 031 447 8024

16 Malone Road
Belfast BT9 5BN
Tel: 0232 664418

Centre for Information on Language Teaching and Research (CILT)
Regent's College
Regent's Park
Inner Circle
London NW1 4NS
Tel: 071 486 8221

The Copyright Licensing Agency Ltd
33/34 Alfred Place
London WC1E 7DP
Tel: 071 436 5931

Department of Education and Science (DES)
Elizabeth House
39 York Road
London SE1 7PH
Tel: 071 934 9000

Embajada de España
Agregaduría de Educación
Agrupación de Lengua y Cultura Española
Petersfield House
29 Peter Street
Manchester M2 5QJ
Tel: 061 831 7448

The Hispanic and Luso Brazilian Council
Canning House
2 Belgrave Square
London SW1X 8PJ
Tel: 071 235 2303

Ministerio de Educación y Ciencia
Ciudad Universiaria
28040 Madrid
Tel: 010 341 4497700

National Curriculum Council
Information Section
Albion Wharf
25 Skeldergate
York YO1 2XL
Tel: 0904 622533

Radio Nacional de España
Casa de la Radio,
Prado del Rey
28023 Madrid

Schools Curriculum Division 1
Welsh Office Education Department
Phase 2 Government Buildings
Ty Glas Road
Llanishen
Cardiff CF4 5WE

Scottish Examination Board
Ironmills Road
Dalkeith
Midlothian EH22
Tel: 031 663 6601

The Spanish Embassy
24 Belgrave Square
London SW1X 8QA
Tel: 071 235 5555

The Spanish Institute
102 Eaton Square
London SW1
Tel: 071 235 1484/5

The Spanish National Tourist Office
57-58 James Street
London SW1A 1LD
Tel: 071 499 0901/6

Glossary of acronyms

AEB	-	Associated Examining Board
ALL	-	Association for Language Learning
ASLIB	-	Association of Special Libraries and Information Bureaux
BTEC	-	Business and Technician Education Council
CALICO	-	Computer Assisted Language Learning and Instruction Consortium
CALL	-	Computer Assisted Language Learning
CBEVE	-	Central Bureau for Educational Visits and Exchanges
CILT	-	Centre for Information on Language Teaching and Research
CNAA	-	Council for National Academic Awards
COMETT	-	Community Programme in Education and Training for Technology
CPVE	-	Certificate of Pre-Vocational Education
CRAC	-	Careers Research and Advisory Centre
DES	-	Department of Education and Science
EAEB	-	East Anglian Examining Board
EMREB	-	East Midlands Regional Examining Board
ERASMUS	-	European Community Action Scheme for the Mobility of University Students
FIL	-	Fellow of the Institute of Linguists
FLAW	-	Foreign Languages at Work
FLIC	-	Foreign Languages in Commerce
GCSE	-	General Certificate of Secondary Education
GOML	-	Graded Objectives in Modern Languages
INSET	-	In-Service Training
JMB	-	Joint Matriculation Board
LCCI	-	London Chamber of Commerce and Industry
LEAG	-	London and East Anglian Group
MEG	-	Midland Examination Group
MIL	-	Member of the Institute of Linguists
NALA	-	National Association of Language Advisers
NALGO	-	National Association of Local Government Officers

NCET - National Council for Educational Technology
NCVQ - National Council for Vocational Qualifications
NEA - Northern Examining Association
NFER - National Foundation for Educational Research
NISEC - Northern Ireland Schools' Examining Council
NUT - National Union of Teachers
ORT - Organisation for Training
OXPROD - Oxford Project on Diversification of the First Foreign Language
PCAS - Polytechnics Central Admissions Systems
RNE - Radio Nacional de España
ROA - Record of Achievement
RSA - Royal Society of Arts
RTVE - Radio y Televisión Española
SCUE - Standing Conference on University Entrance
SEB - Scottish Examination Board
SEG - Southern Examining Group
SEREB - South East Regional Examining Board
TEFL - Teaching of English as a Foreign Language
TTNS - The Times Network System
TVEI - Technical and Vocational Education Initiative
UCCA - Universities Central Council on Admissions
ULSEB - University of London School Examinations Board
WJEC - Welsh Joint Education Committee
YHA - Youth Hostel Association

Notes

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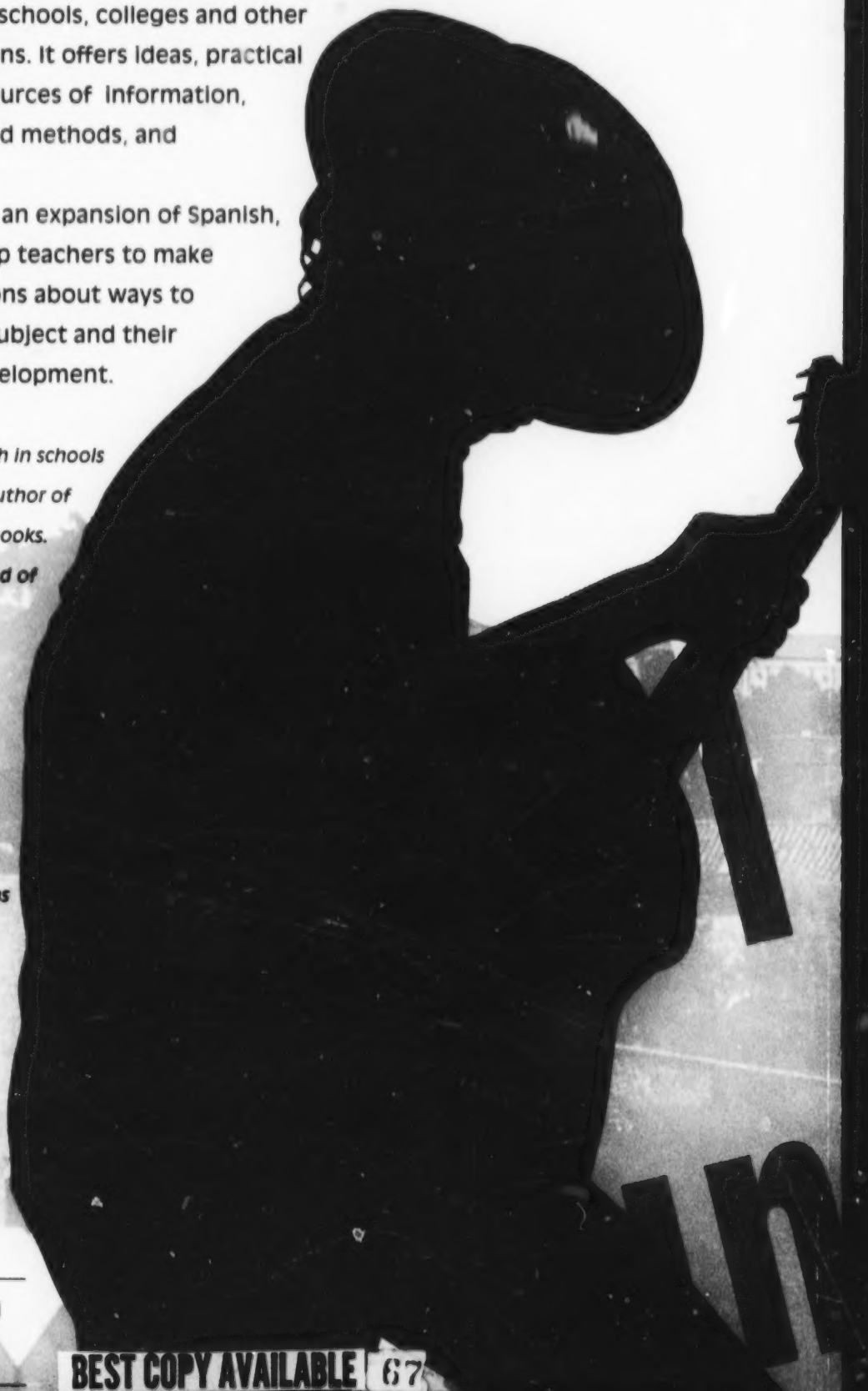
This is a handbook for all those interested in fostering the growth of Spanish in schools, colleges and other educational institutions. It offers ideas, practical tips and a guide to sources of information, teaching materials and methods, and examinations.

The time is ripe for an expansion of Spanish, and this book will help teachers to make well-informed decisions about ways to promote both their subject and their own professional development.



Ken Hall has taught Spanish in schools for many years and is co-author of a number of Spanish textbooks. He is currently Deputy Head of the sixth form in a comprehensive school.

John Clayton is teacher in charge of Spanish at a school in West Yorkshire. He has also taught English in France and Spain and has contributed to a number of books for teaching Spanish.

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